





*Members of the National Association of Deans and Advisers of Men attending the Eighteenth Annual Conference, Philadelphia*

Report of Proceedings  
of  
The Eighteenth Annual Conference  
of the  
National Association of Deans  
and Advisers of Men



Held Under the Auspices of  
THE DREXEL INSTITUTE, PHILADELPHIA, PA.  
APRIL 30, MAY 1, 2, 1936

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# PROGRAM

WEDNESDAY, APRIL 29

## EVENING

8:00—Executive Committee Meeting, Bellevue-Stratford Hotel.

THURSDAY, APRIL 30

## MORNING

8:30—Registration.

9:00—Welcome by President Parke R. Kolbe, The Drexel Institute.

Response by Dean G. W. Stephens, Washington University.

Report of the "Committee on the Preparation for the Work of a Dean of Men," Dean F. H. Turner, University of Illinois.

Discussion.

Business.

Announcements.

## AFTERNOON

1:30—"Student Health Service—Is It a Passing Fad?" Dean J. J. Thompson, St. Olaf College.

"Mental and Emotional Problems of College Students," Robert A. Brotemarkle, Personnel Officer, University of Pennsylvania.

"Some Aspects of Disciplinary Routine at the University of Texas," Dean V. I. Moore, University of Texas.

Discussion.

## EVENING

7:00—Annual Banquet—Rose Garden. The members and their wives and friends to be guests of The Drexel Institute at the Bellevue-Stratford.

Speakers: Dean Scott H. Goodnight, University of Wisconsin; Dean Emeritus Stanley E. Coulter, Purdue University.

FRIDAY, MAY 1

## MORNING

9:00—"The Administration of Student Loans," Dr. Harold McAfee Robinson, General Secretary, Board of Christian Education of the Presbyterian Church in the U. S. A., Philadelphia.

"Youth at the Crossroads," Aubrey Williams, Executive Director of National Youth Administration, Washington, D. C.

"Meeting the Needs for Guidance of American Youth," Dr. Homer P. Rainey, Director of the American Youth Commission of the American Council on Education, Washington, D. C.

Discussion.

**AFTERNOON**

2:00—"The Question Box," Dean H. E. Lobdell, Massachusetts Institute of Technology.

Report of the Committee on Place and Nominations, Dean J. A. Bursley, University of Michigan.

**EVENING**

Open for theatres, parties, conferences, etc. All members of the Association and their wives are invited to attend the Senior Ball at Penn Athletic Club.

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**SATURDAY, MAY 2****MORNING**

8:30—"A Noble Profession," Harold J. Baily, Chairman of National Interfraternity Conference, New York City.

"The Independent Men's Association—An Effort to Integrate the Non-Fraternity Man," Dean J. F. Findlay, University of Oklahoma.

"Report of the Committee on Honorary Fraternities," Dean J. A. Park, Ohio State University.

Discussion.

Business.

Adjournment.

**Eighteenth Annual Conference  
of the  
NATIONAL ASSOCIATION OF DEANS AND  
ADVISERS OF MEN**

**Philadelphia, Pennsylvania**

**April 30, May 1, 2, 1936**

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**THURSDAY MORNING SESSION**

The first session of the Eighteenth Annual Conference, held under the auspices of The Drexel Institute, Philadelphia, Pennsylvania, was formally called to order by the President, Dean William E. Alderman, Miami University, in the Rose Garden, Hotel Bellevue-Stratford, at 9:30 A. M., Thursday, April 30, 1936.

**President Alderman:** I am very happy to call to order the Eighteenth Annual Conference of the National Association of Deans and Advisers of Men.

Anyone responsible for arranging such a program, I think, doesn't hesitate at all in calling on members of our own Association to write papers on subjects of their own choice or subjects of your choosing; I think we don't hesitate ordinarily to write to such men as Mr. Williams and Mr. Rainey, of Washington, who are doing things there of interest to us and who want also to interest us in the things they are doing. But I found that one did have just a little hesitation in writing to the President of the University that was acting as host, suggesting that he give an address of welcome, in which he was supposed to tell us how glad he was that all of these nice gentlemen had come to his city. We don't want you to feel, President Kolbe, that you must confine your remarks to that, but that you may speak, as long as your time permits, on any subject that is on your heart.

**President Kolbe:** Mr. President, and Gentlemen: I feel very apologetic that I am so hurried this morning, but at least it assures you that I will not bore you too long.

I had the honor of presiding at a debate between Pennsylvania University and Duke University, and one of the Pennsylvania debaters, who was allowed only four minutes, got up and said—"I am like an Egyptian mummy; I'm pressed for time."

Not being an expert, I hesitate very much to address a company of experts. This is the second time this year I have been in that embarrassing situation, because I talked to the Association of College Business Officers not long ago, and I was even more at a loss than I am this morning because, at least I have gone through some of the things which constitute your regular routine of activity.

I think that we who are responsible for so many things in college feel

a definite loss of contact with some of the things with which we like to be in closest contact. We feel definitely the loss of contact with students and that is more or less your fault. Now, you have all come into existence, as a class, since I went to college, thirty-five years ago. And it is a very difficult thing to realize, perhaps, that a tremendous change has taken place in college administration in that thirty-five years. In the earlier days, the government of a college, while it occasionally struck ruts pretty badly, seemed to be a much less complicated affair than nowadays. I don't remember that we ever had student governments in those days. It is rather a paradox that, nowadays, we do have student governments, and then they appoint you to govern the student government. At any rate, they have built a lot of machinery, which I am not decrying in any way, because I think it is extremely valuable. And you have lifted a tremendous lot of responsibility from the President of the small college, as I have known him, who had to do everything himself; and you have specialized this and made a science of it and conducted it, I am sure, much more efficiently than it ever used to be conducted in the earlier years.

I think students come to college in some ways with a very different spirit and very different feeling than they did in the old days. I don't know whether you have yet come across that most intriguing book of Henry Seidel Canby—*Alma Mater, The Gothic Age of the American College*, which has just appeared this year, and particularly, if you do read it, don't get discouraged until you get to the next to the last chapter on Alumni. That's a priceless chapter! But Dr. Canby had this to say about why students attended college in the earlier days—and I am speaking now of my own college days, thirty-five years ago, and that is practically the time Dr. Canby was in college. He says: "They came for the best of reasons. They swarmed from the drab experience of small town or commercial city, direct or via the boarding schools, because they had heard of college life where, instead of the monotony of school discipline or the bourgeois experience which had succeeded their confident childhood, there was singing, cheering, drinking, and the keenest competition for honor and prestige, a life rich in the motives which were being stifled in the struggle for power in the adult world outside."

And here is the best part of it: "They desired romance, sought distinction and were not unwilling to spend some bookish labors in order to win the opportunities of a class that called itself educated."

That is a very wise paragraph, and I think it applies just as much today as it did in the earlier days. I think that is still a strong motivating influence why people go to college. But so many other things have come into it in these days. Somehow, our students have got the idea that the weight of the world rests on their shoulders. I know you have all experienced that. I can assure you that in my day in college, and this is reminiscent perhaps, Student Councils, if there were any in that time, didn't send delegates to the State Legislature to try to influence legislation; didn't try to dictate to the President of Columbia University, as to whether he was or was not to send a delegate to Heidelberg; didn't send delegations



to Virginia to investigate the silicosis hazard. All of those things have happened in the last few months in this Atlantic Coast Section. And I think we ought to take a very careful analysis—I am not going to try to solve it for you this morning—but I think we ought to consider very carefully whether that represents a gain, or merely a sporadic outburst of feeling, or whether it is a loss in college education. I confess I am a little old-fashioned. I still believe the main reason for going to college is to learn, and I am not sure that taking the burden of the world on so young shoulders is the most desirable thing in the world, although I very firmly believe in free speech and the value in the interest of students in world affairs. Frankly, I am at a loss. I don't know. I stand puzzled as, perhaps, many of you do, before many of the things going on.

Well, you know, in the olden days in College we were governed entirely by rules. Nobody particularly was there to enforce the rules except the poor harassed college President, who was mostly a minister and hadn't had such strenuous experience in his previous sphere of activity; but the rules were so perfect and all-embracing that they covered every situation. They were air-tight, so to speak.

I possess at home. I haven't brought it along, though I should like to show it to you, a little book containing the rules of a small denominational college of the 1870s, a co-educational college, and I have copied some of the rules to read to you this morning because they are really funny. They are a literary curiosity. They belong with Ripley's "Believe It or Not" column. Here are the rules which the students in this college in the 1870s—and I don't think it was greatly different from other colleges in those days—were expected to live by:

"The students are expected to be kind and respectful to others."

"Students, while connected with the college, are strictly forbidden the use of intoxicating liquors and tobacco, profanity or indecent language on the college premises, or so far as the college has any jurisdiction."

"No student is allowed to take or remove furniture from rooms, or to mark, cut or drive nails in the building; to throw anything to or from the windows; spit upon the floors or in any way deface the college property."

"Students must refrain from all improprieties in the halls, boisterous talking or scuffling."

"Young men and women are not allowed to take rides or walks without permission."

"No student will fire gunpowder in college buildings, or on the premises, or engage in card playing or any form of gambling in college, or in the city, or commit injuries upon the person or property of any student."

"The faculty shall have the authority to visit and search any room in college, using force if necessary to enter, and assess all damages occasioned by the violation upon the offender."

"At all public functions which are given in the Chapel, the young men will sit on the east side and the young women on the west side."

And here is the choicest rule of all: "A sentence may be mitigated or withdrawn if it shall appear from the penitence of the student and other

circumstances that this can be done without detriment to the authority and moral influence of the college."

I am inclined to think the college was more worried about its authority than about the rules themselves.

Now those are only eight or nine of the rules which occur in a book of some sixteen pages, and you can well believe that every other possible contingency is covered in that book.

I wonder sometimes whether we are emerging at the end of a thousand year cycle. Those of you who are students, and I am sure you all are, and know something of the history and the origin of the university, cannot help being struck with the similarities which exist today with the early university life of the Middle Ages. When I see the present tendency of students to take things in their own hands, I am reminded of the Goliards, those wandering students who traveled in bands across Europe, from one university to another, in the belief the world owed them a living and they could come and take what they needed. When I hear some of the college songs of today I am reminded of the *Carmina Burana*, the student songs of those olden days. Though I confess, our students don't go as far as they did in those days. But particularly evident is the fact that student government is no new development. They had it in a most aggravated form in the early days. Remember, in the early days universities came spontaneously into existence, insofar as they were not founded upon already existing ecclesiastical foundations, a university came into existence very largely because a great teacher existed in some particular place and he attracted students to him, and they came to him and practically hired him to teach them. Well, of course, that put the power into the students' hands right away. And so as these classes grew, and became more complicated, into organizations, it was the students who controlled them. And we even have records of a student being elected rector of one of these earlier universities, because they certainly had the right of hiring and firing the faculty in those days.

And so student government, in a very much more aggravated form, was known in the earlier days, and I am wondering whether we are getting back to it after eight hundred or nine hundred or a thousand years.

I went back to my own University of Heidelberg last summer, and found a good many interesting things which I wish I had time to tell you about. One of the most interesting things I heard was the statement of a very good friend of mine, a very dependable faculty member, to the effect that the head of the student government in Heidelberg was the most powerful man in the whole university today. He was a direct political appointee; he was more powerful than the dean or any department head, because he was the direct link with the Central Government. There you have student government with a vengeance, I should say.

You know, we have in Philadelphia here a most interesting example of reversion to an old type. Just as Abelard gathered his disciples about him for the eventful foundation of Paris, so Russell Conwell gathered his disciples around him, some forty or fifty years ago for the eventual foun-

dation of Temple University. As I think over the thing, though I have never given it careful study, I don't remember any other example of an American University being founded in that way, but it is typical, identical, with the way in which some of the medieval universities were founded. A most interesting reversion to type and, to my mind, one of the finest ways in which a university can come into existence.

Now, does student government mean student thinking? I am wondering about that. You know about that a lot better than I do; you are in much closer touch with the students than I am. It seems to me your main job in life is to see that student government does mean student thinking. It is one of the finest things in the world, if the students are allowed to think for themselves. Unfortunately, our students these days are exposed to so many influences from the outside that they don't get a fair chance to think for themselves. President Kent, of the University of Louisville, I believe at their last Commencement, or the one before that, gave an interesting and illuminating talk on this subject, and uttered the plea that the students in our colleges be allowed to think for themselves. Now I am not thinking here only—as you may perhaps believe I am—of propaganda from the left, but of propaganda from the right as well, and propaganda from every other side. I don't doubt that your desks almost every day, as mine is, are cluttered up with requests from people who want something from the students, to support this or that movement, and if a little publicity comes out regarding what the students have done, the students are criticized by this group and criticized by that group, and active propaganda is continually being spread from all sorts of quarters among the students.

If we as college administrators can make our students independent of outside thought, and let them think for themselves, we have done what seems to me the most important thing in college life. After all, that is what a college is for, to teach a student to think, and our moves are in the right direction if we teach them to do so in their own way. But there is, as you will admit, I think, a serious danger that students are not allowed to think for themselves in these present times.

Student thinking, I suppose, can hardly be expected to rise above the national thinking. The national thinking is pretty much muddled nowadays. No doubt about that. Someone remarked the other day—"the United States is a heterogeneous agglomeration of races, held together by the *Saturday Evening Post*."

Well, I think—I am sure—that I have said enough. I haven't uttered yet that word of welcome, the real reason for my being here. I do want to utter it now. I want to welcome you to the home of that great leveler, the *Saturday Evening Post*, the home of the Constitution and the home of William Penn. As we were remarking outside a little while ago, Philadelphia, unfortunately, although the third largest city in the United States, is one of those towns that you go through at night on the sleeper and you don't stop. I am awfully glad you have stopped this time, because I assure you we have many interesting things to show you, and I

can tell you from my own experience that I believe Philadelphia is the best town to live in today, has the most beautiful suburbs, and the finest living conditions—for a large city, I mean.

They tell all sorts of jokes on Philadelphia, and Philadelphians like to tell jokes on themselves. In closing my talk this morning, I don't want to leave you with the same injunction that William Penn used when he left. They say that when Penn had come to this country and founded his "Green Village in the Forest," he found it finally necessary to go back to the old country and when he went back he said to the colonists—"Now, don't do a single thing until I return." And he died in Europe. I can only say that it would be useless for me, even if I had cared to give you that injunction, for I know you will do a great many things before I return, and I am sure your deliberations are going to be fruitful.

May I say you are heartily welcome here, and at Drexel Institute, and I hope your meeting will bring everything for which you have traveled so far and for which you have hoped.

**President Alderman:** I have asked Dean Stephens, of Washington University, to respond to President Kolbe's welcome.

**Stephens:** Mr. President, President Kolbe, Fellow Deans:

I am very sure that such a formal address of welcome to Drexel Institute and to Philadelphia is unnecessary. Shakespeare said, I believe, that there is nothing in a name. But I am very sure that so far as Philadelphia is concerned, it has demonstrated through the years that it is entitled to the meaning that it carries, and that Drexel Institute embodies and typifies the spirit that, taken as a matter of course, is to be associated with this City.

In spite of the fact that such formal address of welcome is unnecessary, of course we Deans are exceedingly glad to receive the gracious address that President Kolbe has delivered to us, and we are made doubly certain that our host institution, and those who administer its affairs, are pleased to have us here and wish us to derive the greatest benefit that we can from it. In a general sense, President Kolbe has made the claim that we are entitled to the keys of the city. I think there is only one particular key that might interest us, and I know that it doesn't lie within his power to let us have it. I am thinking of the key to the United States Mint, President Kolbe. I perhaps ought to tell you that my desire to have the use of this key for a little while, is not because of any lack of funds—it isn't because the salaries of us deans are low; it is simply a part of that irresistible human instinct to want more than we have. And I suppose, too, that in view of the fact that we are off the gold standard now it wouldn't matter so much if we had the key to the United States Mint.

I am sure that it devolves upon you once in a while to deliver an address of welcome to other visiting bodies; you made that manifest in a part of what you said this morning. And it must be true that you have your idea of the characteristics, the idiosyncracies, the attributes that are carried by the typical members of these typical organizations. Now we don't expect you this morning to offer any estimate upon us, and we



are more or less like the modest violet, we don't particularly care to extol our own merits, but we do believe that we have our points of superiority and advantage, and we believe that our record shows that we deserve something of a place in the scheme of college and university organization.

I am reminded, in a way, of an address that I heard years ago, by Booker Washington, regarding the Tuskegee Institute students. This address was delivered in the assembly chamber of the Legislature at Madison, Wisconsin. The address was directed primarily to the members of the Legislature. Washington developed at great lengths the accomplishments that Tuskegee had made, showing how it had attempted to create a sense of values in the minds of the students, how it had undertaken to steel them against the temptations and trials that he knew would beset them, to adjust themselves, in other words, as good citizens in the general scheme of national life. And he summed it all up by telling them that in all the records of Tuskegee, only two people who had graduated from there had ever gone to prison—and that not a single one had ever become a member of the State Legislature.

President Kolbe, paraphrasing that, I may say that my study of the record of the Deans of Men would be that not more than two have ever been dismissed for cause, and so far as the records show, not a single one has ever become a college or university president.

We are glad to be here. We know that we are going to be made welcome to all that Philadelphia and Drexel Institute make possible, and we are very sure that we are going to have a successful meeting, that we shall depart from here realizing that it has been distinctly to our own advantage to be here and that among the memories of this meeting—which will be to the effect that it has been a distinctly worthwhile meeting—will be the very gracious hospitality that Draxel Institute has extended to us. Thank you.

**President Alderman:** I am appointing at this time a Committee on Resolutions, which will be made up of Cole, of Louisiana State University, as Chairman, Schultz, of Allegheny College, and Trautman, of Western Reserve.

In the absence of Dean Bursley I am asking Dean Goodnight to serve as temporary chairman of the Committee on Nominations and Place.

Before our first report may I say that we want discussion to play a large part in the session this year. All of you are not going to have the same point of view, or the same reactions, and we want you to feel free to give your opinions.

I suppose no question probably has been discussed so often in connection with these meetings as the function and the qualities of the Dean of Men, and the preparation for a Dean of Men. As I look over the bibliography of the North Western Meeting here, I see over half a page of papers listed on the functions, qualities and definitions of the Dean of Men. And on the next page, I find six or seven titles, very close kin to the one we are to have discussed this morning—The Preparation for the Work of a Dean of Men.

A year ago, the Association authorized the appointment of a Committee to make a study of this question and to report at this meeting. Dean Turner, of Illinois, was Chairman of the Committee, and will make his report at this time.

An excerpt from the minutes of the 17th Conference indicates that President Tolbert stated:

"We have a committee which has just been appointed to collect some information relative to favorable courses for those young men who hope to be Deans of Men. A number of Graduate schools have made requests of that kind to our Secretary and President. Dean Turner will give us the report of that committee, the Committee on Preparation for Work as a Dean of Men.

## **REPORT OF THE COMMITTEE**

on

### **PREPARATION FOR WORK AS A DEAN OF MEN**

**By the Committee**

**James W. Armstrong**  
**H. E. Speight**  
**J. J. Thompson**  
**George B. Culver**  
**Fred H. Turner, Chairman**

#### **CONTENTS**

- I. Statement of Source of Problem.**
- II. Discussion of the Questions at Previous Meetings.**
- III. This Investigation in Relation to the Functional Study Reported at the 1932 Meeting.**
- IV. Results of the Committee Questionnaire.**
- V. Related Courses Now Being Taught.**
- VI. Conclusions.**

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#### **I. Statement of the Source of the Problem.**

President B. A. Tolbert, presiding at the National Association of Deans and Advisers of Men in session at Louisiana State University at Baton Rouge, Louisiana, on February 28, March 1 and 2, 1935, appointed a Committee to "formulate answers to questions concerning courses of study that might be desirable for prospective Deans of Men." The Committee consisted of Dean Fred H. Turner, Chairman, and Dean James W. Armstrong, and others to be added.

Subsequent to this meeting, President W .E. Alderman appointed the following committee:

Dean James W. Armstrong	— Stanford
Dean George B. Culver	— Northwestern
Dean J. J. Thompson	— St. Olaf
Dean H. E. Speight	— Swarthmore
Dean Fred H. Turner	— Illinois

## **II. Discussion of the Question at Previous Meetings.**

This question has been mentioned in connection with either qualities in a Dean of Men, or preparation for the work, at several previous meetings.

1. At the Colorado meeting in 1928, Deaen Stanley Coulter stated:  
"The Dean of Men is a Personality not an officer."
2. Dean Robert Rienow at the same meeting stated:  
"I do have just one thing that Dean Coulter has indicated was so essential to this work, and that is a great fondness of work for young people."
3. At the Fayetteville meeting in 1930, Dean James Armstrong in a statement more closely related to the subject, expressed the following:  
"We should take the leadership in the efforts now being made to offer academic courses pertaining to our work. Every year will bring new men into position. Ours also should be the task of suggesting the general content of special courses in our field."
4. At Gatlinburg, Tennessee, in 1931, the topic was definitely included as a part of the program and discussed by several speakers.

Dean Robert Clothier, in an address "The Relation of the Dean of Men to Personnel Work in the Larger University" discussed the question as a part of his paper:

"I am afraid that I am not in sympathy with the idea of any fixed course in training for the position of dean of men. I do not believe that it is possible to prepare oneself for this study by taking certain prearranged courses of study. It is not like preparing for the profession of law, medicine, or engineering. To a very considerable degree the best and most successful deans of men are born not made. They are men with a broad outlook on life, who have a background of culture and refinement, who have a personal interest in young people and their problems, who are sympathetic and yet not sentimental in their points of view, who are friendly with the students and yet command their respect, who are blessed with infinite patience and a keen sense of humor, and who do not take themselves too seriously. These are the traits and qualities which I feel a successful dean of

men must have, and they can not be acquired through any fixed curriculum. The best preparation for the work is a broad general education, followed by years of experience in dealing with young people, and accompanied by a determination to take an optimistic view of the world and its problems, no matter how pessimistic he may be tempted to be at times.

"I realize that there are certain technical subjects such, for example, as mental hygiene and vocational guidance, which require special training, but it is my theory that these subjects should be handled by specialists who may, or may not, be a part of the staff of the office of the dean of men, leaving the dean himself free to lay out the general policies of the office and to consult and advise with the many students who want to talk over their problems and difficulties with an older person, who will listen to their stories with a sympathetic understanding.

"One qualification which a successful dean must have, and which I have not mentioned before, is a willingness to do what he feels is for the best interests of his college or university, even though this may be unpopular at the time. Students in general are fair in their judgments, and if a dean is known to be fair and impartial in his decisions, he will command their respect and support. He must be reasonable but not vacillating, firm but not uncompromising and above all else he must be able to see the other fellow's point of view, particularly the point of view of youth. None of these characteristics does he obtain from a course in college. They come from time spent in the school of experience.

A dean must be sensitive to student thought and opinion, but he must not be too thin-skinned. He must be willing to be on call at any time of day or night, . . . Perhaps the proper preparation for this experience is in a course in the psychology of understanding. . . .

"There is one place where I believe the preparedness is absolutely essential to the success of a dean of men—that is in the selection of a wife. The very best preparation he can have for his work is to marry the right woman. . . .

"And so if he gets the right start and has the patience, humor, courage and sympathy already mentioned, what he needs is an open mind, a broad general education and a fund of experience. If he hasn't these qualifications, no amount of theoretical training in courses reputed to prepare one for the work of a den of men will do him any good in my opinion. He is either cut out for the job, or he isn't, and that is all there is to it."

Dean Thomas Arkle Clark, at the same meeting, was the first of sev-



eral speakers to talk on the subject "Preparation for the Work of Dean of Men." Dean Clark stated in part:

"When I was asked to talk to you, presumably to tell you what my own preparation was for the job of Dean of Men, I came to the conclusion that I never had any. I was forced into the job without any preparation or qualification for the place. I think I should say nobody, at the outset, knew about preparation for the office of Dean of Men. I think it is pretty largely a matter of intelligence, and not training. There are certain qualities a man must have if he is to be a successful Dean of Men . . . youth, interest in youth; patience . . . Infinite patience one should have . . . a sense of humor . . . Interest in humanity, in human nature, interest in persons, unwillingness to let a thing go by default, these are necessary. He must have courage, too, backbone, and independence.

"And as I try to analyze these characteristics, and to see whether I had any training that would develop these things in me, I decide that perhaps I did have. That training was mine unintentionally, not of my own volition, but it helped me do the things I was called on to do as Dean of Men.

"I was the youngest child of seven, . . . Suddenly . . . my father died. I was fifteen, . . . I had at once the responsibility of being the head of the house, and then of looking after mother, who was at that time sixty-five years of age. I had to run the farm. . . I think that responsibility was one of the things which prepared my soul for the job I was to fill afterwards, as much as anything that ever came to me.

"I taught a country school for three years before I went to college.

"I went to college at twenty-four and I had to make my own way. In college I got the best sort of training by being a politician. I tried to adjust myself to conditions. . .

"When I got out of college . . . I was offered the position of principal in a grade school of five hundred children. I never had been in such a school. . . I made investigations during the year I taught there and ninety-five per cent of the boys from six to seventeen years of age, smoked, or chewed, or both. . .

"If I were telling you, then, what kind of training to get in order to be a Dean of Men, I would say some of these things which I have been through have been the greatest help to me. I can't say I have been helped by any subject I have ever taken in college. Maybe I have been unconsciously helped. I don't know what I would have you study. I never had any psychiatry, or

psychology. I had 'mental science,' I think, by somebody named Porter; I know it didn't do me any ramage, and I doubt if it did me any good. I had some sciology; that is quite harmless, I am sure. I would say to you, as far as I, myself, am concerned, I got more discipline more training, from foreign languages than from any other subject.

"I think personal knowledge of human nature, and belief in it, an attempt to understand individual problems which you may not yourself have had to do with, but which you have had sympathy and intelligence enough to attempt to understand—that is the main thing. I don't know whether you can learn that or not. I doubt whether anybody can be taught much except the mechanical things which may help in some way to make more efficient the office of dean of men. Natural ability is the main thing; and after that the broadest general training that we can get is helpful."

Dean C. R. Melcher, on the same subject, said:

"Practically all of the deans of this first decade had held professorships in their Universities a number of years before their appointment to the deanship, and in addition to class work, they had served on various important committees and were also interested in the student and his activities.

"The practice has still prevailed rather generally through this second decade of appointing a member of the faculty who has demonstrated administrative ability and a sympathetic attitude toward student problems to the position of Dean of Men.

"The exception to this practice is the appointment of deans who are younger, both in years and service and who have got their preparation for the work by service in a dean's office. The fact that young men who have had such experience are being sought by many institutions seems to indicate that during the coming decade such preparation may be demanded of candidates and perhaps some special degree to fit the situation may be required. The fact that Columbia and other large Universities are now offering courses that are intended to cover the duties of a dean of men seems to strongly indicate this trend in this direction.

"But whatever requirements the future may develop for the office of Dean of Men the essentials for success will always remain the same, namely:

1. Common sense (a divine gift).
2. Fairness.
3. Patience.
4. A consuming desire to be of service to youth.

"Under present conditions, I believe the best preparation for the work of Dean of Men may be gained from just such conferences as the present one. . . ."

Dean Robert Rienow, also on the same subject, added:

" . . . . I think it is a mistake for us to assume that any person with good judgment, with an ordinary reasonably well trained background, and these other qualities that these men have mentioned, cannot be a good dean of men. . . .

" . . . . I do not know what training will be necessary. I will not say that no course has developed since my time that might perhaps have made me more proficient in my work. I am like Dean Clark, I am not certain but that if I had had more psychology, I might have been found more proficient. I think I would have found myself better equipped if I had spent some time in that work. I am not at all sure there is ever going to be a course developed for Deans of Men, yet I do not think it is entirely true that Deans of Men are just born, and not made. I think, while they are born, they can be made better. . . ."

Dean Francis F. Bradshaw, discussing the same topic, approached the question in a different manner. His opinions were as follows:

" . . . . The preceding speakers have testified to their belief that in our deanly world we are not saved by any training processes whatsoever. This makes it a little difficult to talk about the dean of men's preparation for his work. The last speaker, however, gave me some hope through his statement that while deans were born and not made, they might even so be yet made better by preparation.

"If we are to develop a more comprehensive line in our work rather than the exclusively disciplinary line, we need not only to know our own job, but also adjacent specialities, so that I feel that the formal training program of a dean should be worked out to include the following:

- A. Study of Procedures.
- B. Study of Affiliated Specialities:
  - 1. Mental Hygiene.
  - 2. Vocational Guidance.
  - 3. Educational Guidance, Testing, Psychological Work.
  - 4. Philosophy and History of Education.
  - 5. Educational Sociology.

"In summary may I say that I admit that from the point of view of personal qualities the deans must have been born, that in ref-

erence to his experience much of it must have been obtained before entering upon the deanship and in ways not susceptible to formal organization and teaching, but that in regard to subject matters in the procedures of the office, in the knowledge of affiliated specialities in the institution, in the knowledge of the sciences of psychology, sociology and education there is much that deans on the job could study with profit during leaves of absence and summer terms. . . ."

Near the end of the Gatlinburg meeting, Dean James W. Armstrong in a report to the convention from the Committee on Policy, suggested:

"Many men have felt the need and expressed the desire for a greater amount of instruction on the work of the dean of men. Certain universities have offered summer courses in counselling and in student problems. Would it not be wise for us to make direct provisions for such training? This objective could be reached by organizing a Summer Session under the direction of the National Association, or in cooperation with the National Association.

"Here are some suggestions on the nature of a Summer Session if we hold one this summer. Other information and suggestions solicited.

1. Trips to Juvenile Courts, Psychopathic Hospitals, etc.
2. Observation of case study methods in the Public Health Institute, and at various legal and social agencies in Chicago.
3. Contact with the course in Counseling offered by the University of Chicago.
4. Interviews and talks by men working in the field of Sociology and Psychology.
5. Visits to the art galleries of Chicago and other places of aesthetic interest.
6. Contact with various men associated with the moral and religious outlook of young people; i.e., Shailer Matthews, Ernest Fremont Tittle, etc.
7. Contact with methods used by Northwestern's Personnel Department and the Dean of Men's office.
8. Studying and working out articles on student behavior, the use of the interview, office forms and records, or any other subject in which groups or individuals may be interested.
9. Use of the time as an opportunity to become better acquainted with each other, and for the free exchange of viewpoints and problems.
10. Methods of work: Study groups, field trips, library reference work, lectures, conferences, discussions.



11. Control of session: Work to be directed by the general consent of the men participating, and by committees elected by the groups. Arrangements to be made by Northwestern Dean of Men's office.
12. Recreational provisions: Tennis courts across the street from the dormitory, Lake Michigan at the front door, golf links one mile from campus, and gymnasium one-half block away. Theatres and other places of interest in Evanston and Chicago.
13. For those who desire them, there are the regular summer session courses offered by the University. The Summer Session Bulletins of Northwestern and the University of Chicago will be distributed to those who may be interested."

5. Dean Stanley Coulter, speaking at the Columbus, Ohio, meeting, in 1933, stated:

"I sometimes feel that about the best book of guidance that Deans ever had, the thing that they ought to have in their mind more than any other book, is the Bible."

Since the 1933 meeting, nothing further on the subject has been included in the minutes of the Association.

### III. This Investigation in Relation to the Functional Study Reported at the 1932 Meeting.

Dean Donfred Gardner, at the 1932 meeting of the Association at Los Angeles, California, gave an extended "Report on the National Survey of Functions of Student Administration for Men in Colleges and Universities of the United States." A series of 54 questions as to "Who Performs the Following Functions" was asked of each institution. The questions suggested various functions of the usual Dean of Men's Office. It has seemed worthwhile for this study to attempt to list the courses which are sufficiently related to these functions. The list of questions and suggested courses is as follows:

Who Performs the Following Functions?	Courses Preparing Specifically for Handling These Functions
1. Determine admissions	Education
2. Conduct "Freshman Week"	Education, psychology
3. Supervise Orientation courses	Education, psychology
4. Conduct research in student problems	Graduate study any field
5. Keep official academic record of student	Education and psychology
6. Keep copies of academic record of student	Education and psychology
7. Interview entering students for personal history records	Education and psychology

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|--|---|
| 8. Keep official record of students' personal history                                | Education and psychology                |
| 9. Keep copies of record of students' personal history                               | Education, psychology                   |
| 10. Make up students' class schedules  | No course                               |
| 11. Select members of faculty  | Educational administration              |
| 12. Approve selection of faculty members   | Educational administration              |
| 13. Conduct faculty meetings   | No specific course                      |
| 14. Formulate curricula  | Education                               |
| 15. Supervise catalogue  | No specific course                      |
| 16. Officially administer educational counselling program                            | Education, psychology                   |
| 17. Aid students in making academic adjustments                                      | Education                               |
| 18. Administer penalties imposed for unsatisfactory work                             | No course                               |
| 19. Analyze and adjust students' social problems                                     | Education, psychology                   |
| 20. Analyze and adjust students' emotional difficulties                              | Psychology                              |
| 21. Analyze and adjust students' moral problems                                      | Philosophy, religion                    |
| 22. Administer student loans   | Accountancy                             |
| 23. Administer student scholarships  | No course                               |
| 24. Advise with student government   | Political science                       |
| 25. Advise with interfraternity government   | Political science, sociology            |
| 26. Supervise fraternities   | Education, sociology, accountancy       |
| 27. Regulate student participation in other non-athletic extra-curricular activities | Accountancy                             |
| 28. Regulate student participation in athletics                                      | No specific course                      |
| 29. Audit student organization accounts  | Accountancy                             |
| 30. Supervise social calendar  | No specific course                      |
| 31. Administer social regulations  | No specific course                      |
| 32. Approve chaperones for parties   | No specific course                      |
| 33. Supervise health service   | Medical education                       |
| 34. Supervise housing  | Public health, contracts                |
| 35. Supervise institutional dining halls   | Dietetics                               |
| 36. Supervise physical examinations  | Medical education                       |
| 37. Recommend students for remedial medical treatment                                | Medical education                       |
| 38. Recommend students for remedial physical education                               | Medical education                       |
| 39. Recommend students for remedial psychiatric treatment                            | Medical education                       |
| 40. Supervise mental health clinic   | Medical education                       |
| 41. Supervise vocational counseling program  | Education, psychology, business courses |
| 42. Supervise placement of part-time workers   | Business training and courses           |
| 43. Supervise graduate placement   | Business courses                        |
| 44. Supervise vocational "follow-up" program   | Business courses                        |

45. Grant excuses for class absences	No specific courses
46. Enforce automobile regulations	No specific courses
47. Penalize students for moral delinquencies	Possibly legal courses
48. Penalize students for class absences	No specific courses
49. Penalize students for chapel or assembly absences	No specific courses
50. Penalize students for infractions of student organization regulations	No specific courses
51. Penalize for infractions of social regulations	No specific courses
52. Penalize for infractions of housing regulations	Law, business courses
53. Enforce payment of students' private bills	Law, business courses
54. Enforce payment of students' institutional bills	Law, business courses

I. No specific courses .....	15
II. Other courses	
Education .....	16
Psychology .....	10
Business courses .....	7
Medical courses .....	7
Legal courses .....	5
Accountancy .....	4
Sociology .....	3
Political Science .....	2
Dietetics .....	1
Graduate study .....	1
Philosophy .....	1
Public Health .....	1
Religion .....	1

#### IV. Results of the Committee Questionnaire

Your committee, desiring the opinions of as many deans as possible resorted to a questionnaire, which was sent to 175 men in the work. One hundred and twenty-eight replies were received and the results give a wealth of information as to the preparation of Deans of Men now in service and their opinions as to necessary preparation. With one exception the replies to the questionnaire showed careful consideration and real thought and the committee is obligated to these men for their cooperation.

1. The first question merely asked the name of the reporting Dean and his title. These titles give some information as to the nature of work combined with the officer in some institutions:

Dean of Men.....	71
Dean of Men, Emeritus.....	1
Dean of Men and Professor of Chemistry.....	1
Dean of Men and Professor of Economics.....	1

Dean of Men and Professor of Education.....	1
Dean of Men and Professor of English.....	1
Dean of Men and Professor of French.....	1
Dean of Men and Professor of Greek and Latin.....	1
Dean of Men and Professor of Latin.....	1
Dean of Men and Professor of Mathematics.....	3
Dean of Men and Professor of Mechanics.....	1
Dean of Men and Professor of Philosophy.....	1
Dean of Men and Professor of Physics.....	1
Dean of Men and Professor of Social Science.....	1
Dean of Men and Health Coordinator.....	1
Dean of Men and Dean of Liberal Arts and Sciences.....	1
Dean of Men and Director of Student Teaching.....	1
Dean of Men and Acting Secretary of Y. M. C. A.....	1
Dean of Men and Director of Athletics.....	1
Dean of Men and Dean of the General College.....	1
Dean of Students.....	7
Dean of Student Affairs.....	3
Dean of Student Life.....	3
Dean of Undergraduates.....	1
Dean.....	3
Dean of the College.....	2
Dean of Freshmen Men.....	1
Dean of Freshmen.....	1
Dean of Students and Professor of Mechanical Engineering	1
Dean and Registrar.....	1
Dean of Student Affairs and Vice-President.....	1
Dean of Junior College and Director of Personnel.....	1
Dean of College and Vice-President.....	1
Dean of the Faculty.....	1
Assistant Dean.....	1
Counselor of Men.....	1
Adviser to Students and Vice-President.....	1
Vice-President of the Undergraduate Schools.....	1
Personnel Director.....	1
Proctor of Men.....	1
Men's Adviser.....	1
Head, Department of Discipline.....	1
Professor of Sociology.....	1

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2. The Second Question replies as to the institutions and locations need not be tabulated for this study.

3. The Third Question "Your preparation—a chronological outline of your career, asking for Education, Institution Attended, Activities, Fraternity Membership, Teaching, Business Experience, Writings, egrees, Honors, Major Subjects, Nature of Work, etc.," with dates gives us the following information:

Preparation	Degrees Taken	Preparation	Degrees Taken
1. A. B.	88	16. B. L.	1
2. M. A.	84	17. B. P. E.	1
3. Ph. D.	37	18. B. Sc.	1
4. B. S.	33	19. D. D. Hon.	1
5. M. S.	20	20. D. D. S.	1
6. B. D.	7	21. L. H. D. (Hon.)	1

7. Ph. B.	7	22. L. I.	1
8. LL. D.	5	23. Litt. D.	1
9. D. V. M.	2	24. L. L. B.	1
10. Hon. Sc. D	2	25. M. E.	1
11. Hon. M. A.	2	26. M. Ed.	1
12. S. T. B.	2	27. M. Sc.	1
13. Asso. in Arts	1	28. Sc. D.	1
14. B. A. E.	1	29. Th. D.	1
15. B. C. S.	1	30. Th. M.	1

The Deans reported the following memberships in organizations:

1. Honorary and professional fraternities:

a. Phi Beta Kappa	18
b. Phi Kappa Phi	13
c. Sigma Xi	10
d. Phi Eta Sigma	5
e. Tau Beta Pi	3
f. Alpha Zeta	2
g. Beta Gamma Sigma	2
h. Miscellaneous	64

2. Social fraternity memberships:

58 members of 27 national social fraternities.

3. Service Club memberships:

10 members of 3 clubs.

4. Fraternal organizations:

11 members of 1 organization.

5. Learned Societies and Associations:

17 reported.

There was a wide variety of institutions attended for both graduate and undergraduate work. Less than half the reporting Deans prepared themselves in the institutions where they are now employed as shown by the figures below:

1. Had no studies where now employed	77
2. Did ungraduate work at institution where now employed	27
2. Did undergraduate work at institution where now employed	27
4. Did both graduate and undergraduate work at institution where now employed	16

Undergraduate work — where accomplished

1. Illinois	5
2. Michigan	5
3. Harvard	4
4. Indiana	4
5. Nebraska	3
6. Ohio State	3
7. Albion	2
8. Bucknell	2
9. California (Berkeley)	2
10. Drake	2
11. Huntington	2
12. Leland Stanford	2
13. Mass. State College	2
14. Miss. State College	2
15. Ohio Wesleyan	2

16. Purdue .....	2
17. St. Mary's (Washington) .....	2
18. Union .....	2
19. Vanderbilt .....	2
20. Wisconsin .....	2
Graduate work — where accomplished	
1. Chicago .....	11
2. Columbia .....	10
3. Pennsylvania .....	8
4. Harvard .....	7
5. Wisconsin .....	7
6. Iowa .....	6
7. Michigan .....	6
8. California .....	5
9. Illinois .....	5
10. Nebraska .....	4
11. Indiana .....	3
12. Northwestern .....	3
13. Catholic University .....	2
14. Iowa State College .....	2
15. New York University .....	2
16. Rochester Theological .....	2
17. Texas .....	2
18. Universities with 1 each .....	54

There was also a wide variety of experience in various fields, recorded by the reporting Deans:

1. Teaching in college or university .....	104
2. College administrative work .....	45
3. Teaching in high school .....	44
4. Author of technical papers .....	29
5. Business experience .....	27
6. Army experience .....	23
7. College activities .....	22
8. Ministerial experience .....	16
9. Author of texts .....	15
10. Foreign travel and study .....	15
11. High school administration .....	12
12. Teaching in public schools .....	10
13. Y. M. C. A. work .....	10
14. College committee work .....	9
15. State position .....	9
16. Author of articles .....	7
17. Coaching .....	6
18. Journalistic work .....	4
19. Monitor in dormitory .....	4
20. Author of books .....	3
21. Editorial work .....	3
22. Research .....	3
23. United States Bureau work .....	3
24. Camp Director and Counselor .....	2
25. Candidate for governor .....	1
26. Civic position .....	1
27. Chautauqua work .....	1
28. Deputy sheriff .....	1
29. Farm Bureau work .....	1
30. Field agent for college .....	1

31. Indian Missionary work .....	1
32. Inventor .....	1
33. Playwright .....	1

4. The Fourth Question "Which subjects or parts in your preparation and experience have been of greatest aid to you in your work and why?" brought forth an extended list of subjects:

**Subjects Most Valuable:**

Omitted an answer to the question 4.

Most valuable subjects:

1. Psychology .....	62
2. Education .....	45
3. Liberal Arts courses .....	31
4. Sociology .....	30
5. Business courses .....	14
6. English .....	14
7. Philosophy .....	11
8. Religion .....	11
9. Science (other than biological) ....	10
10. Biology .....	7
11. Hygiene .....	7
12. Law .....	4
13. Engineering subjects .....	2
14. Miscellaneous .....	11
15. Mentioned "no specific courses"....	11

**Subjects Most Valuable (analyzed)**

1. Psychology .....	62
Psychology .....	50
Abnormal psychology .....	3
Educational psychology .....	3
Social psychology .....	3
Clinical psychology .....	2
Adolescent psychology .....	1
2. Education .....	45
Education .....	12
Educational testing .....	12
Educational guidance .....	7
History of education .....	3
Personnel service .....	3
Philosophy of education .....	2
Vocational guidance .....	2
Education—social welfare .....	1
Education—social trends .....	1
Educational administration ....	1
Rural education .....	1
3. Liberal Arts courses .....	31
General liberal arts .....	12
Speech and debate .....	10
History .....	4
Political science .....	3
Languages .....	2



4. Sociology .....	30
Sociology .....	26
Case study .....	1
Human behavior .....	1
Labor problems .....	1
Race relations .....	1
5. Business courses .....	14
Economics .....	9
Business administration .....	4
Typing .....	1
6. English courses .....	14
English .....	9
Literature .....	3
Comparative literature .....	1
Composition .....	1
7. Philosophy .....	11
Philosophy .....	8
Logic .....	2
Ethics .....	1
8. Religious subjects .....	11
Religion .....	7
Biblical literature .....	3
Applied Christianity .....	1
9. Science (other than biological) .	10
Chemistry .....	3
Physics .....	2
Anthropology .....	1
Medical training .....	1
Physiology .....	1
Pre-medical courses .....	1
Science courses .....	1
10. Biological courses .....	7
Biology .....	4
Animal behavior .....	1
Genetics and heredity .....	1
Zoology .....	1
11. Hygiene .....	7
Public Hygiene .....	3
Social Hygiene .....	2
First aid .....	1
Mental hygiene .....	1
12. Law .....	4
Common law .....	1
Jurisprudence .....	1
Law courses .....	1
Manual of Court martial .....	1
13. Engineering subjects .....	2
Engineering courses .....	1
Strength of materials .....	1
14. Miscellaneous .....	11
Mathematics .....	4
Research .....	4
Livestock judging .....	1
Musical training .....	1
Physical education .....	1
15. "No specific courses".....	11

Likewise the experiences listed by reporting Deans, demonstrated a wide spread:

#### Experiences Valuable

1. Teaching and educational administration . . . .	56
2. Work with young people . . . . .	22
3. Activity work in college . . . . .	20
4. Business experience . . . . .	17
5. Religious work . . . . .	12
6. Miscellaneous . . . . .	32

#### Experiences Analyzed

1. Teaching and educational administration	66
College administrative work . . . . .	22
Teaching in college . . . . .	18
Public school administration . . . . .	12
Teaching in secondary schools . . . . .	11
Serving as registrar . . . . .	2
Procting . . . . .	1
2. Work with young people . . . . .	22
Contacts with young men . . . . .	7
Monitor in dormitory . . . . .	5
Counseling in connection with teaching . .	3
Boy Scout work . . . . .	2
Vocational counseling . . . . .	2
Directing boys' camp . . . . .	1
Own children . . . . .	1
Young people in home . . . . .	1
3. Activity work in college . . . . .	20
Coaching athletics . . . . .	9
Participation in activities . . . . .	6
Fraternity work . . . . .	3
Dramatics coach . . . . .	1
Participation in athletics . . . . .	1
4. Business experiences . . . . .	17
Business training . . . . .	7
Social worker . . . . .	2
Architectural experience . . . . .	1
Industrial work . . . . .	1
Political activities . . . . .	1
Professional baseball . . . . .	1
Work with chautauqua . . . . .	1
Worked way through college . . . . .	1
5. Religious work . . . . .	12
Ministerial experiences . . . . .	9
Religious work with young people . . . . .	2
Sunday School teaching . . . . .	1
6. Miscellaneous . . . . .	32
Army life . . . . .	5
Nothing specific . . . . .	5
Travel . . . . .	5
Assistant Dean of Men . . . . .	4
Graduate training . . . . .	3
Clinical work in psychology . . . . .	1
Contacts with Deans . . . . .	1
Contact with Warden Lawes . . . . .	1

Disciplinary work .....	1
General reading .....	1
General training .....	1
Job itself best training .....	1
Magazine writing .....	1
Outstanding teachers rather than courses	1
U. S. Naval Academy training .....	1

5. The Fifth Question "Some outstanding Deans have stated that a Dean of Men has inherent qualities in his personality which qualify him for his work, regardless of his preparation and departments of study. What are these qualities? What is your reaction to the statement that a Dean of Men is born and not made?" contained the wide variety of replies. In reply to the question of reaction to the statement "that a Dean of Men is born and not made," the replies showed:

1. Agreed bluntly with the statement .....	25
2. Agreed with the statement, but qualified if with belief that training can be of definite service ....	75
3. Disagreed bluntly with the statement .....	22
4. Omitted any answer .....	6

**Comments in connection with this statement:**

**Agreeing:**

1. "I would pick out one of the faculty with proved attitudes."
2. "Qualities cannot be placed in individuals through courses."
3. "I am convinced that the educational qualifications of a psychiatric physician have little or nothing to do with these qualities. . . . It is not a question of education at all, but rather one of personal qualities, inherent in the individual."

**Disagreeing:**

1. "Anyone with the proper attitude can fill the office."
2. "Hokum."
3. "No royal blood is required."

The replies in regard to inherent qualities, which qualify an individual for the work of a Dean of Men are as follows:

**Inherent qualities desirable**

1. Social traits .....	248
2. Temperamental traits .....	108
3. Mental traits .....	91
4. Character traits .....	53
4. Vocational traits .....	41
6. Physical traits .....	11
7. Acquired abilities .....	6
1. Social traits (reactions to others) .....	248
Ability to work with others .....	4
Ability to get along with people .....	6
Approachability .....	2

Broadmindedness .....	2
Congeniality .....	3
Consideration .....	1
Consistency .....	1
Cooperativeness .....	5
Courtesy .....	2
Democratic spirit .....	1
Desire to help others .....	1
Desire to serve .....	4
Discretion .....	1
Faith in youth .....	1
Friendliness .....	5
Good listener .....	2
Good mixer .....	1
Graciousness .....	2
Helpfulness .....	2
Humility .....	2
Interest in students .....	35
Liking for people .....	7
Making others feel at ease .....	1
Modesty .....	1
No bluffing .....	1
No scholarly recluse .....	1
Not easily fooled .....	1
Openmindedness .....	5
Personality .....	5
Pleasing manner .....	1
Pleasing personality .....	8
Power to inspire .....	2
Presence .....	1
Reserve .....	1
Sociability .....	3
Social attitude .....	1
Detachment .....	1
Sympathy .....	50
Tact .....	22
Tolerance .....	13
Understanding .....	28
Well met .....	2
Willingness to mix with students .....	1
Young point of view .....	8
Understanding human nature .....	2
<b>2. Temperamental traits (emotional) .....</b>	<b>108</b>
Adjusted life .....	1
Agreeable personality .....	1
Backbone .....	1
Balance .....	2
Calmness .....	3
Cheerfulness .....	1
Control of temper .....	3
Coolness .....	1
Courage .....	2
Deliberation .....	1
Dignity .....	1
Dynamic personality .....	1
Energy .....	2
Enthusiasm .....	3

Even temper .....	3
Frankness .....	4
Freedom from emotional conflicts .....	1
Freedom from worry .....	3
Good disposition .....	1
Happy disposition .....	1
Humanness .....	3
Kindness .....	4
No Sentimentality .....	3
Optimism .....	5
Patience .....	26
Poise .....	3
Sternness .....	1
Sense of humor .....	17
Sensitiveness .....	1
Sincerity .....	8
Take things as they come .....	1
3. Mental traits (traits of behavior and mind) .....	91
Analytic mind .....	2
Ability to see both sides .....	2
Broad interests .....	2
Common sense .....	13
Considerate outside interests .....	1
Creative ability .....	1
Diagnostic attitude .....	1
Discrimination .....	1
Estimation of character .....	1
Exacting mind .....	1
Fairness .....	19
Fair sportsmanship .....	1
Good judgment .....	7
Good mind .....	1
"Horse sense" .....	1
Impartiality .....	2
Impersonality .....	1
Insight .....	2
Intellectual stability .....	1
Intelligence .....	3
Judge of character .....	3
Justice .....	3
Keen power of integration .....	1
Know when to stay in background .....	1
Knowledge of life .....	1
Knowledge of student life .....	1
Legal type of mind .....	1
Modern in thought .....	2
Originality .....	1
Play no favorites .....	1
Practicality .....	1
Quick estimation of personality .....	2
Red tapeless mind .....	1
Realization .....	1
Resourcefulness .....	1
Sense of proportion .....	1
See objectively .....	1
Social intelligence .....	2
Square shooter .....	1

Suggestiveness .....	1
Unprejudiced .....	1
Variety of interests .....	
4. Character (moral and ethical traits) ....	53
Ability to win confidence .....	17
Attitude toward life .....	1
Character .....	1
Clean mind .....	1
Close mouthed .....	1
Exemplary living .....	1
Faith .....	1
High standards .....	2
Honesty .....	12
Idealism .....	1
Integrity .....	3
Loyalty .....	1
Moral stability .....	1
Never betray confidences .....	3
Recognize good in unfamiliar forms ....	1
Trustworthiness .....	2
Unselfishness .....	1
5. Volitional traits (or will power) .....	41
Ability to say "no" .....	1
Adapatability .....	4
Agnostic attitude .....	1
Alertness .....	1
Decisiveness .....	2
Directness .....	1
Firmness .....	6
Forcefulness .....	2
Hardboiled on occasion .....	1
Hold no grudge .....	1
Individualism .....	1
Industry .....	3
Lack of self-consciousness .....	1
Leadership .....	6
No dictator .....	1
Not dogmatic .....	1
Perseverance .....	2
Persistence .....	2
Skin neither too thick nor thin .....	1
Self assurance .....	1
Willingness to change .....	1
Withstand criticism .....	1
6. Physical traits or characteristics .....	11
Clear manly voice .....	1
Good physique .....	3
Health .....	2
Manly bearing .....	1
Quick perception .....	2
Vitality .....	2
7. Acquired abilities and special aptitude (what he can do and easily learn) .....	6
Academic training .....	1
Executive ability .....	1
Memory for names .....	1

Neatness .....	1
No mannerisms .....	1
Well trained .....	1

6. Question 6 "If you were asked to outline a course for a student hoping to become a Dean of Men, what subjects would you include in his course?" gave the Deans a double opportunity to name the courses which they had taken and found most valuable, and the courses which they wished they had taken:

#### **Courses desirable**

##### **General suggestions**

1. Broad general liberal arts course .....	57
2. Any academic subject as a major field .....	17
3. Graduate work essential .....	10

##### **Courses specified as desirable:**

1. Education .....	123
2. Psychology .....	114
3. Liberal arts courses .....	81
4. Sociology .....	77
5. Philosophy .....	45
6. English .....	44
7. Business courses .....	42
8. Hygiene .....	32
9. Science (other than biology) .....	21
10. Religion .....	18
11. Biology .....	16
12. Law .....	6
13. Engineering .....	1
14. Miscellaneous .....	9

1. Education .....	123
Education .....	27
Vocational guidance .....	22
Tests and measurements .....	21
Personnel administration .....	15
Educational administration .....	15
Statistics .....	7
History of education .....	4
Philosophy of education .....	4
College administration .....	2
Curriculum construction .....	2
School administration .....	2
Counseling .....	1
Credit ratings .....	1
Principles of teaching .....	1
Supervised teaching .....	1
2. Psychology .....	114
Psychology .....	87
Educational psychology .....	6
Abnormal psychology .....	5
Child psychology .....	3
Adolescent psychology .....	2



Psychiatry .....	2
Personality development .....	2
Applied psychology .....	1
Clinical psychology .....	1
Genetic psychology .....	1
Individual psychology .....	1
Personality adjustments .....	1
Psychology of character .....	1
Social psychology .....	1
3. Liberal Arts courses .....	81
History .....	26
Speech .....	23
Political science .....	13
Mathematics .....	9
Languages .....	5
Music .....	3
Art .....	2
4. Sociology .....	77
Sociology .....	58
Social sciences .....	10
Social service .....	4
Educational sociology .....	2
Heredity and eugenics .....	1
Human behavior .....	1
Social etiquette .....	1
5. Philosophy .....	45
Philosophy .....	22
Ethics .....	10
Logic .....	7
Humanities .....	5
History of philosophy .....	1
6. English .....	44
English .....	18
Literature .....	18
Biography .....	1
Comparative literature .....	1
7. Business courses .....	42
Economics .....	18
Business administration .....	8
Accounting .....	7
Budget making .....	2
Secretarial training .....	2
General Business .....	1
Industrial Management .....	1
Office Practice .....	1
Personal finance .....	1
Salesmanship .....	1
8. Hygiene .....	32
Hygiene .....	32
Mental hygiene .....	11
Health .....	5
Sex education .....	1
9. Science (other than biology) .....	21
Science .....	10

Chemistry .....	3
Physics .....	3
Natural science .....	2
Physical science .....	2
Botany .....	1
10. Religion .....	18
Religion .....	13
Biblical literature .....	3
Applied Christianity .....	1
Theology .....	1
11. Biological sciences .....	16
Biology .....	8
Physiology .....	4
Zoology .....	3
Neurology .....	1
12. Law .....	6
Legal courses .....	3
Business law .....	2
Contracts .....	1
13. Engineering subjects .....	1
14. Miscellaneous .....	9
Coaching .....	3
Theory of athletics .....	2
Dietetics .....	1
Journalism .....	1
Manual training .....	1
Physical education .....	1

Along with the specific replies to Question 6 were numerous comments. Some of these were:

1. "I do not know what to exclude. More important to pick the man than to choose courses for him."
2. "More important than the courses would be the instructors—other than social sciences I do not think there are any particular fields or areas in which courses need to be offered for an embryonic Dean of Men."
3. "I do not think it is necessary or desirable to set down a curriculum. This would create clever office executives rather than Deans of Men."
5. "The man is of most importance. The subjects are of very little importance."
6. "Give me zero on this question."
7. "Not too much abnormal psychology."
8. "The right personality is infinitely more important than the subjects."
9. "Not too much psychology, social science and personnel studies until after the bachelor's degree."
10. "More than a little study of abnormal psychology may warp an ordinary mortal's judgment."
11. "I might as well say truthfully, 'I don't know'."
12. "Where his interests and abilities lay."

Several commented on undesirable courses:

1. College administration and personnel work: these courses are not sufficiently developed.
2. Advising and vocational courses: more of a handicap than and advantage.
3. Avoid training for statistician: can be done by a good secretary.
4. One year of graduate work not in the educational field.
5. Psychology: as taught in the class room does not work out.
6. A full blown curriculum purporting to turn out a trained Dean of Men tends to bring men into the profession who although academically trained are doomed to failure.
7. I have yet to meet a psychiatric physician whom I would consider had the proper understanding of executive management, and I know of no course of instruction which would include this training for such a person.
8. We are making a mistake in assuming that we can ever build up a course of study to turn out Deans of Men.

7. Question 7, "What methods of securing practical (other than academic) training can you suggest, or if you were initiating a young man into administrative work intended to prepare him to serve as a dean of men, to what duties would you assign him?" produced dozens of practical suggestions for securing training for the work of Dean of Men:

1. Apprenticeship to a Dean of Men .....	68
2. Work with activities .....	43
3. Administrative duties .....	30
4. Counseling and interviewing .....	27
5. Dormitory proctor .....	18
6. Business experience .....	16
7. Investigate housing .....	16
8. Fraternity work .....	15
9. Advise freshmen .....	14
10. Committee work .....	13
11. Record keeping .....	13
12. Work in boy's camps .....	12
13. Athletic work .....	10
14. Teach in college .....	8
15. Teach in preparatory school .....	8
16. Employment work .....	7
17. Manual labor .....	7
18. Y. M. C. A. work .....	6
19. Interviews with college officers and faculty...	5
20. Administer tests .....	4
21. Visit officers of other colleges .....	4
22. Work in hospital or clinic .....	4
23. Community work .....	3
24. Travel .....	3
25. Any practical training .....	2
26. Grade tests .....	2
27. Know how to study .....	2
28. Participate in discussion groups .....	2
29. Secondary school administration .....	2
30. Speaking in public .....	2

31. Study catalogues and bulletins .....	2
32. Courses taught by representative deans .....	1
33. Judge contests .....	1
34. Participate in contests .....	1
35. Work in correctional institution .....	1

#### V. Related Courses Now Being Taught:

In connection with this study it seems helpful to list some of the courses now being taught, by whom, and where, which are related to the study:

##### **Columbia University**

1. Education s200D.  
Demonstrations of techniques in Guidance.  
Credit II, IV. 1 point.  
Professors Esther McD. Lloyd-Jones, A. I. Gates, Leta S. Hollingworth, H. D. Kitson, C. I. Lambert, Elizabeth D. McDowell, Rudolf Pintner, and H. G. Rowell, Doctors R. N. Anderson, Gertrude P. Driscoll, Cecile W. Flemming, and Gertrude Hildreth, and Miss Florence Gilpin.
2. Education s200MG.  
Orientation course in individual development and guidance.  
Credit II, IV.  
Professors H. D. Kitson and Sarah M. Sturtevant, Doctor Cecile W. Flemming, and others.
3. Education s200GA.  
The teacher's part in individual development and guidance.  
Credit II, IV. 2 points.  
Professor Ruth M. Strang, Doctor R. N. Anderson, and Doctor Gertrude P. Driscoll.
4. Education s238M.  
Student personnel administration.  
(Major course for deans and student personnel directors.)  
Credit III. 4 points.  
Professors Sarah M. Sturtevant, Esther McD. Lloyd-Jones, Ruth M. Strong, F. B. O'Rear, Clarence Linton, Harriet Hayes, Doctor Marion Brown.
5. Education s249V.  
Vocational and educational guidance.  
Credit II, IV. 2 or 3 points.  
Professor H. D. Kitson.
6. Education s207M.  
Major course in psychological counseling.  
Credit II, IV. 3 points.  
Professor P. M. Symonds and specialists.
7. Education s237x.  
Field work in student personnel administration.  
Credit II, IV. 1 to 4 points.  
Professors Sarah M. Sturtevant, Ruth M. Strang, Esther McD. Lloyd-Jones, and Doctor Marion Brown.
8. Education s249x.  
Field work in guidance and personnel.  
Credit II, IV. 1 to 4 points.  
Doctor R. N. Anderson.
9. Education s250N.  
Analysis of vocational activities.

- Credit II, IV. 3 points.  
Professor H. D. Kitson.
10. Education s249T.  
Vocational testing.  
Credit II, IV. 2 or 3 points.  
Professor H. D. Kitson, and Doctor Anderson.
11. Education s1490.  
Illustrative lessons in vocational and educational information.  
Credit II, IV. 1 point.  
Doctor Mildred E. Lincoln.
12. Education s2490.  
Methods and content of the Course in Occupations.  
Credit II, IV. 2 or 3 points.  
Doctor Mildred E. Lincoln.
13. Education s349E.  
Appraising the results of guidance.  
Credit II, IV. 1 or 2 points.  
Professor H. D. Kitson, Doctor R. N. Anderson, and Doctor Mildred E. Lincoln.
14. Education s300GT.  
Methods and techniques in guidance and personnel.  
Credit III. 2 points.  
Professor Ruth M. Shang and Doctor R. N. Anderson.
15. Education s337H.  
Special problems in student personnel administration.  
Credit III. 1 to 5 points.  
Professors Sarah M. Sturtevant, Harriet Hayes, F. B. O'Rear, Esther McD. Lloyd-Jones, M. C. DelManzo, Clarence Linton, and Doctor Marion Brown.
16. Education s337Hn.  
Special problems in student personnel administration.  
Credit III. 1 to 3 points.  
Professors Sarah M. Sturtevant, Harriet Hayes, F. B. O'Rear, Clarence Linton, Esther McD. Lloyd-Jones, and Doctor Marion Brown.
17. Education s337Hg.  
Personnel records.  
Credit III. 1 point.  
Professor Esther McD. Lloyd-Jones.
18. Education s337Ho.  
Financial aid to students.  
Credit III. 1 point.  
Professors Harriet Hayes, M. C. Del Manzo.
19. 160.9.  
Personnel Administration. 9.00-10.00.  
2 points.  
Professor Reed.  
Deals with the development, principles, and practices of personnel service, including all forms of guidance, employment, and placement methods. Administrative problems involved in introducing and carrying out personnel activities of the various school levels and in adult organizations will receive major consideration.
20. 160.18.  
Vocational Information, Guidance, and Placement.  
2 points.  
Professor Reed .

A course in the theory and practice of vocational guidance planned for teachers, counselors, and club leaders. Accepted as a 2-point course in vocational guidance required of candidates for counseling certification in New York and Pennsylvania.

21. 260.13,14.

Course for Deans and Advisors of Men and Women. 9.00-11.00  
6 points.

Dean Hagelthorne.

For teachers, administrators, student advisers, club leaders and other personnel and social workers. Deals with personal problems on all levels of education including the adult field.

22. 360.9,10.

Research in Personnel Problems. 10.00-12.00.  
6 points.

Professor Reed.

Organized (1) to assist each individual student in acquiring research techniques and to afford practice in their application; (2) to indicate opportunities and methods for the cultivation of "scientified attitudes" among school and other organized groups. Required of all candidates for higher degrees.

**Northwestern University, Evanston, Illinois.**

Educational conferences.

Deans and Guidance Workers, July 22 and 23.

School Administrators, July 8, 9, and 10.

Leisure Time, July 27 and 28.

**Ohio State University, Columbus, Ohio.**

1. 750a.

Fundamentals of Guidance.

Mr. Stone.

2. 752.

Vocational Studies.

5 hrs. credit.

Mr. Smith.

3. 754.

Administration of Guidance Programs.

3 hrs. credit.

Mr. Clifton.

The Psychological Clinic open.

**Purdue University, Lafayette, Indiana.**

S124.

Secondary and Vocational School Administration.

3 credits.

Doctor Samuel S. Cromer, Professor of Agricultural Education.

**Pennsylvania State College, State College, Pa.**

Ed. 453.

Educational and Vocational Guidance in Junior and Senior High Schools.

2 to 3 credits.

Miss Wyland.

**University of California, Berkeley, California.**

Conference for Junior College Principals, Deans, and Teachers.  
July 1, 2, and 3.

**University of California, Los Angeles, California.**

1. S160.  
Vocational Education.  
2 units.  
Mr. Jackey.
2. S161.  
Problems in Vocational Education.  
2 units.
3. S164.  
Vocational guidance.  
2 units.  
Mr. Jackey.
4. S169.  
Vocational Guidance for Women.  
2 units.

**University of Chicago, Chicago, Illinois.**

345.  
Educational and Vocational Guidance.  
3 1/3 credits.  
Woellner.

July 10, 11, and 12.  
Conference of administrative officers of junior colleges, colleges, and universities.

July 15-19.  
Conference of Administrative officers of public and private schools.

**University of Iowa, Iowa City, Iowa.**

No courses offered in Education.  
211S.  
Psychology of Educational Personnel.  
5 hrs. (2s.h.)  
Assistant Professor Jones.

**University of Michigan, Ann Arbor, Michigan.**

1. E101.  
Vocational Guidance.  
2 hrs. credit.  
Professor Myers.
2. E102.  
The Social and Economic Background of Vocational Education  
2 hrs. credit.  
Associate Professor Murtland.
3. E107.  
The Technique of Securing and Using Vocational Information.  
2 hrs. credit.  
Associate Professor Murtland.

4. E201s.  
Seminar in Vocational Education and Vocational Guidance.  
2 hrs. credit.  
Professor Myers.
5. 110.  
Vocational Psychology.  
2 hrs. credit.  
Associate Professor Griffiths.

**University of Illinois, Urbana, Illinois.**

1. 2...  
Educational Psychology.  
Introductory course. S, I, and II.  
3 credits.  
Prerequisite: Psychology 1.  
Professor Cameron, Assistant Professors Dolch and Potthoff, Mr. Peters; (S, Dr. Gregg).
2. 15.  
Mental Hygiene in the School.  
S and I.  
2 credits.  
For experienced teachers and administrators.  
Professor Griffith; (S, Assistant Professor Potthoff).
3. 18.  
Educational Measurements—I and II.  
3 credits.  
Prerequisite: Education 25.  
Associate Professor Odell.
4. 41.  
Principles of Vocational Education.  
Same as Industrial Education 41.  
S, (2); II, (3). Prerequisite: Senior Standing.  
Professor Mays.
5. 43.  
Mental Tests.  
S, (2); II, (3). Prerequisite: Education 25.  
Assistant Professor Potthoff.
6. 101.  
Philosophy of Education.  
S and II, 1 unit.  
The philosophical basis of educational theory.  
Professor Cameron, Assistant Professor Browne.
7. 121.  
Educational Measurements.  
II, 1 unit.  
Associate Professor Odeell.
8. 123.  
Educational statistics.  
S and I, 1 unit.  
Associate Professor Odell.
9. 125.  
Advanced Educational Psychology.  
S, I, and II, 1 unit.  
Professor Cameron; (S, Professor Griffith, Assistant Professor Potthoff).



10. 14.  
Social Psychology.  
Social behavior of the individual and of the group.  
S, (2); II, (3). Prerequisite: Psychology 1; junior standing.  
Professor Young, Dr. McAllister.
11. 21.  
Character and Personality.  
An analysis of the non-intellectual aspects and determinants of mentality and conduct, with special applications to behavior problems and personnel psychology.  
S, (2½); 1, (3). Prerequisite: Psychology 1, junior standing.  
Doctor Sears.
12. 23.  
Abnormal Psychology.  
Analytical consideration of types of behavior deviating from the normal.  
S, (2½); II, (3). Prerequisite: Six hours of Psychology.  
Doctor Sears.
13. 34.  
Individual Differences.  
The nature, significant, measurement, and causation of the mental differences between individuals and groups.  
S, (2); I, (3). Prerequisite: Psychology 1; senior standing.  
Professor Woodrow.
14. 2.  
Social Factors in Personality.  
I and II, (3). Prerequisite: Sociology 1; junior standing.  
Mr. Ahrens.
15. 4.  
Social Control.  
Conventionalized nature of conduct; group norms and sanctions; factors in disorganization; mechanisms of control.  
1, (2). Prerequisite: Sociology; junior standing.  
Assistant Professor Albig.

**University of Pennsylvania, Philadelphia, Pa.**

**The Psychological Laboratory and Clinic.**

Dean: Paul H. Musser, Ph. D.

Director: Lightner Witmer, Ph. D.

Assistant Director and Director of the Corrective Speech Clinic.

Edwin B. Twitmyer, Ph. D.

Normal children and adults applying for educational and vocational guidance now constitute the larger part of the clientele of the clinic.

**University of Southern California, Los Angeles, California.**

**144. Vocational Guidance.**

**University of Wisconsin, Madison, Wisconsin.**

Conference for Deans and Advisers of Women held twice a week.

**VI. Conclusions.**

From the record of previous meetings and this special study, the following conclusions can be drawn, relative to the question of "Preparation for Work as A Dean of Men."

1. The general consensus of opinion up to the present time has been against a fixed course of training for the position of Dean of Men.

2. Based on a listing of possible specific preparatory courses for the functions of a Dean of Men recorded at the 1932 meeting, it seems that for certain functions no specific courses will prepare, while for others, education, psychology, business training, medical courses, law, accountancy, and sociology are leading in desirability.

3. On the basis of the questionnaire study by the committee, there are numerous conclusions available:

- a. A Baccalaureate degree plus a Master's degree and if possible, the Doctor's degree is desirable.
- b. Teaching experience and educational administrative work are desirable.
- c. Courses taken by Deans of Men which have aided them most in their work are psychology, education, general liberal arts courses, and sociology.
- d. Experiences which have proved most valuable to deans have been teaching and educational administration, work with young people, participating in activities, business experience, and religious work.
- f. The majority of Deans feel that most Deans are successful because they are born with inherent qualities which aid them or are essential, but their effectiveness can be increased by further training.
- g. The most important inherent qualities in a dean of men are social and temperamental traits and these inherent qualities are equally essential, if not more so, than specific training.
- h. If Deans were outlining suggested courses for prospective Deans of Men, they would include particularly, education, psychology, general liberal arts courses, sociology, philosophy, English, business, and hygiene.
- i. In order to secure practical experience other than academic the Deans of Men suggested particularly—apprenticeship to a Dean of Men, work with activities, educational administrative duties, and counseling and interviewing.

4. A number of institutions are teaching courses which seem to meet the requirements listed by the Deans, but the specific effectiveness of these courses has not been measured.

**SAMPLE OF LETTER SENT BY THE COMMITTEE**

**RETURN TO FRED H. TURNER**

152 Administration Building

Urbana, Illinois

Dear Sir:

We, as a Committee, are to report at the 1936 meeting of the National Association of Deans and Advisers of Men on the subject, "Preparation for the Work of a Dean of Men." This question is increasing in importance, as more men are asking how they can prepare themselves for this work. May we have your cooperation in the form of replies to the following questions, which we would like at your earliest convenience?

Sincerely,

Dean H. E. Speight, Swarthmore

Dean J. J. Thompson, St. Olaf

Dean George B. Culver, Stanford

Dean James Armstrong, Northwestern

Dean Fred H. Turner, Chairman,

Illinois

.....

1. Name..... Title.....

2. Institution and location.....

3. Your Preparation—A Chronological Outline of Your Career

Education, Institution Attended, Activities, Fraternity Membership, Teaching, Business Experience, Writings, Etc.

Degrees  
Honors  
Appointments  
Date  
Appointment  
Taken

Major Subjects,  
Nature of Work

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4. Which Subjects of parts in your preparation and experience have been of greatest aid to you in your work, and why?

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5. Some outstanding Deans have stated that a Dean of Men has inherent qualities in his personality which qualify him for his work, regardless of his preparation and departments of study. What are these qualities? What is your reaction to the statement that a Dean of Men is born and not made?

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6. If you were asked to outline a course for a student hoping to become a Den of Men, what subjects would you include in his course?

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7. What methods of securing practical (other than academic) training can you suggest, or if you were initiating a young man into administrative work intended to prepare him to serve as a Den of Men, to what duties would you assign him?

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**President Alderman:** This very interesting and suggestive report is now before you for discussion.

**Speight:** Mr. Chairman, a questionnaire of this kind seems very

often to be most valuable if it produces negative results. That is to say if it serves as a warning, of the limits of territory which it is apparently not wise to enter. Very few questionnaires do actually result in quite positive directions. This one seems to have as its principal value the judgment, the consensus of opinion, that there is no specific direction upon which we could expect general agreement in preparing men to serve as Deans and Advisers of Men.

It seems to me that the greatest hope lies in the development of a profession, in its initial stages at any rate. My own interest lies in the suggestion that we should build up the profession through apprenticeships, and I wonder whether it might not be a good thing for us, as an association, to maintain, in the hands of the Secretary, a list of young men who are now in training, young assistants, with a specific report upon their preparation, their work when in college, what they are actually doing under the man whom they are now assisting. It might be of service to some of us to have access to such a list from time to time, as a source of possible additions to our own personnel.

**Turner:** Along that line I might say to you that that was very definitely Dean Clark's idea. He took young men in as assistants. I was about the fourth assistant that he had and, of course, Dean Warnock is now at Penn State; they have moved along, various men have been in and out of his office who have gone out into the field. And when he took us in he insisted we do graduate work. It didn't seem to make any difference to him what course we took, as long as we were working on advanced degrees, and at the present time we have three young men in my office, and all are doing work on advanced degrees.

There is another phase to this problem. It is almost impossible to find out in advance whether there is going to be an opening. As a matter of fact, when an institution does decide to add a dean, instead of advertising they will have the man spotted and announce that so and so has been appointed. That is the way we have secured our assistants, and I think that is pretty much the method all over the country. So, it is a kind of closed corporation because when the announcement comes out it is to the effect that the appointment has been made, because the institution has had a certain man spotted in advance.

**Gardner:** Dean Speight, I have a list; I think it now comprises six young men who have written or whom people have recommended, for positions as assistant. If we can also have vacancies reported, it would help the young men very much.

**Lange:** I am very much of a newcomer in this field myself. This idea of apprenticeships is a very very helpful one, I am sure. Many of you probably know Mr. Distler, who is now at Lafayette. I took his place at the University when he left New York University, and I assure you that sometimes I am very much at sea up there. It would help a great deal if something could be worked out where a young fellow had a chance to work under an experienced man and pick up that sort of information.

This clearing house in the Secretary's office would be a great help.

**Armstrong:** It seems to me that out of this report, several things are pointing. I would like to add another side to the things which Dan Gardner has just indicated, so far as placement is concerned. I think there are two sides to it. The first is to know what men are available for jobs, and the second is to know what jobs are available. If this Association actually is helpful to young men, or proves to be helpful to young men, that it must also circularize the institutions to find out where such jobs are. To my knowledge, we have never sent out any communications of that kind. We have never written to college presidents or deans or administrators, asking them to list the possible openings at their institution.

Futhermore, I think it goes farther than that. This is not only a problem that relates to the college level, but it also relates to the high school level. There are other places where these men could serve, and it would be really effective should this organization cover both fields.

Secondly, in regard to the training of these men, it seems rather interesting to me that the men who say that there is no such thing as training Deans of Men, have been most active in that work. I think what they really are saying is that they distrust the academic approach to training but they do trust, on the other hand, the practical approach of training. If the emphasis should be put over on that side, then let us put it there.

Furthermore, there is another aspect of this that has not been treated. To some extent, this is not only a problem in training deans of men but eliminating them as well. I know some men who have been associated with me in my work have become quite enthusiastic about work in this field, about becoming deans of men but who, after working in our residential set-up, and working in my office, have come to the conclusion very definitely that they didn't have these personal traits that we have been talking about, and I feel if we don't do any other service than to help the young men find out that they are not qualified for this sort of work, that we are actually performing some valuable service and function.

**Massey:** I am very thoroughly sold on the matter of training for deans of men, as I am also sold on the inherent qualities required in deans of men. There is one aspect, however, that I think we cannot forget. Armstrong has just mentioned that we might circularize the positions as well as the men in training. I doubt seriously if we will, within the next few years at any rate, be able to find positions and place men in positions as deans of men, as we do, for instance, in the department of Mathematics and English and History. I rather have the feeling that the work of a Dean of Men is a more difficult job than that. It has to do with the very thing that President Kolbe was talking of this morning, in the new set-up in student organization.

I do not think that I shall ever give to the Association of Deans of Men the statement that I will need an assistant. I may sit down and write to some of these men and say that there is a possibility of a place here, in confidence, but I certainly wouldn't give it out where it would be

broadcast because a man who has everything on paper to make a good Dean of Men has nothing at all in his clothes that makes him a good Dean of Men; he just doesn't fit.

I think it was my chief, Dean Nicholson, who answered Turner's questionnaire to the effect that he felt courses should not be set up because it might attract men who would be doomed to failure in that job. However, it seems to me that perhaps we could clarify this question if we would assume, in the first place, that such a man had been chosen as Dean of Men, or as assistant, who had inherently these qualities that we have been discussing, and then set up any courses or techniques which might help that man in his work.

I quite agree with Massey when he says that no course of training, no academic course, is going to make a good dean of men. I believe, however, that it might be quite valuable to a dean of men to acquaint himself with the instruments of personnel, if he realizes that this knowledge alone isn't going to solve all of the problems for him. It seems to me that we at least should have an acquaintanceship with these techniques or instruments, if some of these things are not to be taken out of our hands.

Personally, although I don't feel that it is necessary for a dean of men to be an expert in any of these fields, I quite agree with Mr. Kolbe when he said that the policy should be regulated by such a dean of men, and I feel, of course, that these various experts should be, if not, a member of the dean of men's office, at least closely associated with it.

**Cloyd:** I feel I might answer that question by saying if I were looking for a dean of men, I would go to a man who had had experience as president of a student body, in the student government. I rather think that one place we can look for these fellows is right there, because I know in my own institution, in about thirteen years, I can think of only two men, and one of them I have now as my assistant, whom I felt had the qualities to fit into the work of dean of men. Both of these men had been presidents of the student body.

**Tolbert:** I would like to get something a little bit more definite on this. We have theorized around this morning, so let's go a bit farther. A number of us know some very valuable assistants who are available. At the present time, I know of one, probably two men who would make suitable assistants. I am wondering if we can't work out some kind of machinery whereby we can do some practical good. I would like to see something definite organized along this line.

**President Alderman:** I think our time, gentlemen, is up for the morning session. I am very sorry to curtail discussion. Will you keep these various things in mind and report to the Secretary if you are in need of individuals, and will you report also if you have people who might serve at other institutions?

I am assuming that the Committee, since it is not a Standing Committee, has done its work. We thank it for this splendid report, and will now consider it discharged, unless there is a motion.

We stand adjourned to meet at 1:30 in this room.

**THURSDAY AFTERNOON SESSION**  
**April 30, 1936**

The second session of the Conference was called to order, at 1:45 P. M. by President Alderman.

**President Alderman:** When you come to the making of a program you of course have all kinds of suggestions. At some of the larger universities, where the Health Department is highly organized, the Dean of Men has very little to do with it. In some of the smaller institutions, where there is little or no organization, the Dean of Men feels tremendous responsibility in this regard. I hope, therefore, that those of you who come from the larger institutions, where the service necessarily is highly organized, will feel that you may make a contribution to the other men by speaking, after the paper has been read, concerning the situation in your institution.

I would ask Dean Thompson, of St. Olaf College, to read the first paper of the afternoon. Dean Thompson is, this year, on the Executive Committee and last year was President of the North Central Section of the American Student Health Association, and during his presidency, some rather interesting studies were made, and we should be pleased to hear his contribution at this time. Dean Thompson.

**“Student Health Service—Is It a Passing Fad?”**

**DEAN J. J. THOMPSON, St. Olaf College**

The American Student Health Association has for its purpose the promotion of health, the prevention of disease, and the care of student illness. Such a program is of such vital importance to every educational institution in our country that one would be lead to believe that every college and university throughout our land would gladly join in the work of realizing the aim of this Association to the fullest extent. After about twelve years of work, however, the National Association found that it was not receiving the response it had anticipated and so thought it advisable to divide the country into sections with the hope that more institutions would become interested through the conferences that would be held for institutions within smaller geographical areas. After four years of work under the new plan, we in the North Ceentral section, have found it difficult to enlist the interest and cooperation of those who failed to join with the movement when the first wave of interest swept over our country. Therefore we may be justified in asking whether there are not those who consider the health service to be merely a passing fad.

Since I am a layman in the field my discussion of the question before us will be from the practical side and, I am afraid, rather superficial. I make no apologies, however, for discussing this matter with you today because it is a problem which has arrested the interest of everyone present



at conference, I am sure, as it has arrested my interest. The health of the individual student is fundamental to the progress he will be able to achieve in his studies. In dealing with the health of the student we are confronted with his ability to work, his mental status and attitude, and also the possibility of the loss of much of his time. These are things that touch directly upon many of the situations and problems we as Deans of Men are faced with. The relationship and the responsibility of the Dean of Men to this service will vary with the setup of the Dean's office as well as the setup of the health program at each and every institution.

Health education in the form of Personal Hygiene courses has been carried on for more than twenty-five years in some of our colleges and universities. Content, scope and standards of these courses vary. In many instances marked improvement has been made, but on the whole there is yet much to be done before we can speak of an intelligent and effective approach to the subject. Last year a study of health education in the educational institutions of Minnesota, Iowa and Wisconsin, or the North Central Section referred to above, was made by a committee headed by Miss Fern Goulding of Iowa State College. Since I was in very close touch with the work that this committee was doing, I have chosen to give a brief and rather sketchy resume of the findings which this survey brought out. It is probably not too presumptuous to assume that the variety of practices found in these three states reflect fairly accurately the conditions that obtain in the other educational sections of our country.

The institutions surveyed naturally fall into four divisions: 1) the three large universities, 2) private colleges, 3) junior colleges, and 4) teachers colleges. This study brought out the fact that there is no uniformity of practice or of standards in any of the divisions studied.

Taking the three universities we find that there is a lack of required courses for the general curricular student, carrying adequate academic credit and requiring outside study on the part of the student. Men are not receiving as much hygiene instruction as women.

In the private colleges a marked deficiency prevails of courses in Hygiene planned for all students and requiring class attendance and class preparation comparable to other courses of collegiate rank. Several schools offer good health courses to certain groups such as Physical Education majors and teacher training groups, but the health education program for the average curricular student is very meager. Some form of sex education is given in practically all of the colleges, but it is mostly given in classes in Biology or Physiology which are in a large way elective subjects.

In practically all of the schools, the health instruction is given by the Physical Education and Biology departments. One institution was found to have a system of giving the health education through an integration of the subject material into several science courses. Each department carried a certain percentage of the health instruction, i.e., Biology 5%, Chemistry 5%, Education 15%, Social Science 5%, Psychology 15%. No

authority was mentioned who had supervision to see that the proper doses were being administered and that duplication was avoided.

Turning to Junior colleges, it was found that those under private control have more extensive health education programs than the public or state schools. The public junior colleges are notably weak in health education programs.

Minnesota requires more health education in her State Teachers Colleges than do Wisconsin and Iowa.

Physical examinations which form a very important part in all the health work done at any institution were found to be given by 35% at the time of entrance. Annual examinations are given to only certain groups in some schools. Among the special groups are athletes. About 25% reported giving annual examinations. Thirteen percent give no physical examination whatsoever.

The value and effectiveness of the present form of physical examinations is being questioned by some of the men who are directly interested in student health work. They seem to feel that much time and work is spent in recording data and measurements that are of no practical benefit and that never will be made use of. There are those who are commencing to agitate that more extensive use should be made of the physical examination and its findings as an education device which would create an interest and respect for such procedures, rather than the somewhat general attitude in many colleges that the physical examination is merely more "red tape" that must be endured.

It would be desirable for all students to have an annual or bi-annual physical examination which would include laboratory analyses, and Mantoux tests, and it would be most beneficial to have more extensive re-checking of physical findings. But all of this would materially increase the load of the Health Departments, and there is a question if the necessary and adequate appropriations could be provided even with our present insistent demands for superior health as well as superior education.

When we come to the field of preventive and remedial work in the health service we find great variation of practice and standards. The large institutions are able just because of the great number of students who pay fees to provide equipment and technicians to carry on a very comprehensive program. Minnesota and Wisconsin universities are doing an admirable piece of work in this field. The smaller college has to labor under a restricted budget which calls for almost ingenious ability to be able to do somewhat satisfactory work. The success of the health department in a college depends naturally to a large degree upon the manner in which it originated. Many small colleges have a very effective health service which is the result of careful study and planning on the part of the administration before the service was inaugurated in the particular institution. Others are less fortunate because the President or the Board have been prevailed upon to engage a man whose salesmanship tactics have resulted in his appointment, and whose interest has been centered more upon the regularity of his check than upon the improvement in

health of the general status of the students. In some institutions we find specialists who have succeeded in convincing the administrative authorities that the malady for which they have had special training is the basic source of most of the student illness, and thus lopsided services have resulted.

It is possible for a small college to carry on a rather effective health service without a heavy outlay of money. In defense of this statement I shall briefly discuss what we are doing at St. Olaf, and I hope you will not criticize me too severely for doing so. Our set-up is very simple. We have a M. D. who devotes about half of his time to teaching. This, by the way, is in the Department of Physical Education. He has charge of the physical examinations which are given to all new men. A sufficiently large staff of local doctors and dentists has so far been arranged for to be able to give the examination at the very opening of the school year. After all the new men have been examined, he starts checking on the report of each student. Where the record indicates some physical weakness or illness the student is called in for a second examination and is advised to seek the services of a local doctor or of his family physician, if the student lives close enough to make this advantageous. We have no practicing college physician.

During the past two years each student has been given the tuberculin (Mantoux) test at a cost of only twenty-five cents per student. X-ray checking for those who show a positive reaction of three plus is provided at a cost of only one dollar. Our Health Department works in very close cooperation with the city Department of Public Health and immunizing practices are employed whenever it is deemed necessary, and this is done at a very little cost per individual.

Since I have enumerated the costs of some of the services mentioned you have undoubtedly surmized that we have no health fee charge. That is so.

We maintain a small hospital with a capacity of ten beds and a treatment room. Two nurses are regularly employed. Whenever a student needs medical attention he chooses his doctor from the local practitioners. The student pays the doctor directly. Our charge for the hospital is \$1.50 per day. The report of our hospital for 1934-1935 shows a total of 1045 hospital days. One hundred and forty-one contagious cases were cared for. So far our hospital is a very busy place.

A very careful and effective check-up is maintained between the hospital and the offices of the Dean of Men and the Dean of Women.

Ours is not the task to build up satisfactory health programs nor are we charged with the care of satisfactory management, but we cannot escape the responsibility of a sympathetic attitude and a cooperative attention to the work that is being done in our respective institutions, whether they are large or small. The phrase *mens sana in corpore sano* is not only effective as a preface to our appeals for a new gymnasium, a field house, or an athletic field. It will fit in well as one of our objectives in the discharge of the duties that are yours and mine.

**PURDUE UNIVERSITY**

Lafayette, Indiana

Office of the Dean of Men

Dean J. Jorgen Thompson  
Bellevue-Stratford Hotel  
Philadelphia, Pa.

My dear Dean Thompson:

I have your note of April 17 and I had hoped to send you a reply last week which you would receive at Northfield. Since I have been delayed, I shall send it on to Philadelphia, hoping that you will get it in time for use.

I shall not be able to attend the annual meeting this year but I am dropping you two or three items with regard to our Student Health Service that may be of interest to you and perhaps you can present them as a part of a discussion of your topic.

"We have had the Student Health Service at Purdue for a good many years—probably twenty. We feel that it has been a success and that our students and all concerned are getting a great deal of service from it. Up to the present each student has paid a \$5.00 service fee upon his enrollment in the autumn. Beginning with next autumn students will pay \$5.00 each semester for the Health Service. This fee gives a student the privilege of consulting with and receiving treatment from the University Physicians on the campus, and they also have prescriptions filled by the School of Pharmacy free. Therefore, all service which the student receives on the University campus is free service. In addition to this the student receives \$20.00 credit on his hospital bill if it is necessary for him to be hospitalized. I suppose that one criticism against this plan would be that a large number of students pay fees and never get benefits, because they do not happen to need them. However, we pay premiums on accident policies in the same way and most of us get no benefit from the premiums paid on such policies. I suppose also that those who are opposed to socialized medicine would find objection to this plan. However, socialized medicine is a thing of the rather near future and people may as well begin to prepare for it. I am not making an argument for socialized medicine. I started out to say that the Student Health Service, as we have it at Purdue, seems to be a success and we desire to continue it.

Purdue University does not have an infirmary of its own; consequently, students who are ill are sent to local hospitals, of which there are two, and of which the student has his choice. More and more our students are willing to be hospitalized. Going to a hospital is a dread to a good many people and the valuable of hospital service is something to which our people have to be educated. Our hospital list this year has been the largest ever, and yet our general student health conditions are probably better than in previous years. It is simply a case of more stu-

dents being willing to go to a hospital and being treated there instead of lying around in their rooms and making a slow recovery.

Trusting that the annual meeting will be a success, and again expressing my regret that I cannot be present, I am,

Very truly yours,

M. L. FISHER,

Dean of Men.

**President Alderman:** Dean Thompson's paper and the question of the Student Health Service are now open for discussion.

**Turner:** Mr. President, I think there are really two features to this question of health. One is the commercial proposition, and the other is a matter of public health. That is, in the one case where your health officer, interested in one phase of the work, would be working with individuals, and in the other case, working with the whole campus—the eating places, checking up on the student waiters, and so on from the standpoint of health and sanitation. So I think from the standpoint of the permanency of the thing, we ought to keep those two features in mind.

Then the hospitalization end of it is still another feature. We always look at these things from the angle of our own institution and how they do it there. Our health officer is a public health officer, with the hospital feature set off entirely at a different place, and the health officer is not in charge of the hospital.

**Massey:** We think, Mr. Chairman, we have a good health set-up. We have a hospital, three physicians, and four or five nurses. One of our physicians is designated by the Health Department of our city to look after the eating places, the waiters in all our cafeterias, and places of that sort.

Our student body pays a small fee and may have hospitalization at \$2.00 a day, with physicians' care and nurses' care in the University Hospital. Our fee on that basis is \$6.00 per year.

The student body is thoroughly sold on this question of health. I checked up just before I left, and found that our student body averaged three visits per student per month, to the hospital.

There is, of course, within the city some opposition on the part of the physicians, but any physician may practice in our hospital who cares to do so.

**Dirks:** We have at DePauw, a branch of the Student Health Association, know ans the Indiana Student Health Association, which is connected with the National Association. And I happened to go to that last year; there doesn't seem to me to be nearly as much interest in the Student Health Association as there ought to be. I couldn't find, in our faculty, any great interest in it, and I think that is probably true of other campuses. The faculty seems to take it for granted that the student

health is satisfactory, but those of you who work more closely with it know that is not true. I don't know how to get this interest, but I do believe we ought to have a greater interest in student health, mental and physical, than we now have.

Our set-up at DePauw is similar to that at other institutions with some slight variation, I suppose. We have a university physician who gives three hours a day to university work, and the rest of the time to his private practice.

Our physician does not visit the student in his room, unless the student is too ill to come to the Health Office. If the student needs a nurse, the nurse goes first, unless it is a serious case. We do not have a hospital, but we do have a modern, well-equipped County Hospital, at which we have made arrangements to take care of our students, much better than any hospital we could set up for that sized student body. We pay the hospital four dollars a day for all hospitalization of students; and each student pays two dollars a semester as a health fee, four dollars a year.

Each student, therefore, is entitled to seven days of hospitalization, at no cost to himself—\$28.00 worth.

In this way we have had excellent control of our health conditions at DePauw. We have found this a very efficient arrangement at the university—a trained physician—one of the best in the city, a trained nurse, who takes care of all cases of illness; and if the student doesn't want to use the university physician he can get another physician, but he pays for the other physician in that case.

**Neidlinger:** I came to listen at this meeting, rather than speak, but this happens to be a subject in which I am particularly interested, because I have spent six months making a survey at Dartmouth, of our Health Service.

I would like to urge on the men not to take too much for granted. At Dartmouth, we have taken ourselves for granted, for a long time. We are rather a healthy community; we were satisfied to know that we were having about two out-patient visits per student, and that our death rate was lower than in other colleges at times. But when we began to visit, this year, and look into the health services at other colleges, and found that the out-patient visits throughout the fifteen different colleges that we studied averaged six visits per patient, we were pretty sure that there was a big load some place, of visits that were necessary, visits to the doctor, which we were not getting, because we offered no free out-patient service, and no free hospitalization.

I would like to recommend to those of you who haven't seen it, that you get *Publication No. 19 of the Committee on the Cost of Medical Care, of the American Medical Association*. That Committee made a complete survey of the health services at six institutions—Cornell, Yale, Minnesota, Michigan, California and Oregon State, selecting those simply as being in different sections of the country. They have completely analyzed the services that are being offered, and the costs of service at those colleges.

I believe that by placing in the hands of somebody in your own institution, somebody who would make a similar analysis of the health service there, you would be sure to bring out some very interesting statistics. For instance, at Dartmouth, we have no fee. It wasn't until we compared our health costs, on the basis that they were prepared at those other colleges, that we found we were spending pretty nearly \$90,000 a year on health service; and while at other colleges, that was distributed so that the college was bearing about 30 per cent of the cost—it ranged all the way from only 3 per cent in one of these colleges studied up to 30, the highest was 0 per cent—in our case, the college was paying out of the general fund 75 per cent of the cost of the health service, which obviously meant that any increased service that we were to offer had to be done by a fee placed on the students or an increase in tuition. It showed that we were already bearing more than our share of the cost of health service.

Our question at Dartmouth came about through the measles epidemic last year and we had almost a major revolt on the part of our student body. Some 260 boys placed in our infirmary, were charged five dollars a day for a very weak case of German measles, and were compelled by our health Officer, to undergo a six-day period of isolation, and since the doctor's charge was two dollars a day for his routine visits, it cost a man about forty dollars to have a light case of German measles at Dartmouth. That got the student body very much interested in our Health Service. And then, when we found upon investigation that there were pretty nearly 190 boys who admitted they had the German measles but had not gone to the doctor because they were afraid of being hospitalized for that six-day period, we got interested.

I am convinced, in spite of the fact that, having talked recently to alumni groups and having been called on the mat for advocating socialized medicine, we are going to put in a free Health Service at Dartmouth—at least free at the moment it is needed, even if we have to increase our tuition to do so.

**Turner:** Dean Neidlinger has referred to *Bulletin 19*, now let me refer to two more, put out by the American Hospital Association in Chicago, written by Dr. C. Rufus Rorem.

**Corbett:** I think the location and size of an institution has a good deal to do with the sort of health service any college must necessarily support. The University of Maine has a student body somewhat similar in size to that of DePauw; perhaps fifteen hundred in number. It is off by itself, in a small community, and we have a doctor, and two nurses. We have an infirmary for women, in charge of one of the Women's Dormitories, with ten beds, and an infirmary of ten beds for the Men's Dormitory, and an isolation hospital for infectious diseases. We charge a dollar a semester. We run a Clinic two hours in the morning and two hours in the afternoon.

At one time we had the same system that Dean Dirks speaks of, requiring every dormitory head proctor and every fraternity house presi-

dent to report all sickness. Of late years we found that wasn't necessary, because they were turned in anyway.

Dean Neidlinger mentioned infection, or scratches. I might say that that is the biggest thing we have, the treatment of small infections. I believe that treatment of small infections stops further trouble. When we have a student come to the Clinic if, in the opinion of the doctor, the person should be placed in the infirmary he is sent there immediately and he stays there until he is discharged, at no charge to him.

We have another thing that I am especially interested in, inasmuch as I am chairman of the Athletic Committee. We handle all athletic cases, unless it requires the services of a specialist. We have this doctor on the bench at every football game, every boxing match or wrestling match. As was remarked by someone else, we have a physical examination, of both men and women, at the beginning of the year, and laboratory tests are made following that. I think we give a good deal of service for the charge to the students, and I am sure they are very much pleased.

There is one thing we insist on, that is that we merely treat minor ailments; anything of a major nature is immediately referred to a hospital, where we have made arrangements to take care of such of our cases. Their parents are communicated with to find out whether they want the student sent home, or what specialist they want to take care of the case. We find it very necessary to do that, in order to keep ourselves out of legal difficulties. We had two or three cases where the parents have felt that the case hadn't been treated properly; now I keep a complete record of each case in my office and in the event that any questions come up, I am in position to answer as to details.

**Somerville:** Being the chairman of the Student Health Committee at my institution, I might inject some things here. The health service at Ohio Wesleyan has gone through three stages. In the first stage, local doctors were looking after student health; in the second, the local doctor spent part of his time there and, the third, in which a physician has entire charge. The student does not pay for the first ten days in the hospital. We have an arrangement for the hospital to carry special cases in event of necessity. There is also a clinic directly on the campus; we have five nurses in the hospital and in the clinic.

**Gordon:** We have a new school and a town of 25,000 people. We happen to have two very good hospitals, and each one of them likes to have the hospitalization of the college students. The students pay four dollars per semester each. For that amount, these youngsters have hospitalization up to twenty-one days a year. They are provided free transportation to the hospital; if they need it, the ambulance takes them and it costs them nothing. A year ago when we checked up, we found that the hospitals were collecting about seventy per cent on the accounts of our student body, compared with what it would have been if they had paid the full amount. I asked them how that compared with the general *hoi polloi* and they said it was better. I then asked them to add all operative cases, too, and do it for nothing, but the Ear, Nose and Throat



Specialist said, "No, don't let's take out tonsils; everybody would have that done on that basis." So we agreed to an arrangement whereby this past year, acute cases of appendicitis have been included, and we have had a good many cases. Naturally, a person having a bad appendix will have it removed, if it is going to mean better health, when he can get it done for nothing. This arrangement has been very very satisfactory. Last year we paid about \$17,000 to the hospital and they are very glad to get it, so it is very very satisfactory all around.

**Findlay:** Mr. Chairman, I noticed that two of the speakers have said on their campuses there has been a little difficulty in arousing interest in the Student Health Service. You may be interested in what has taken place at the University of Oklahoma in regard to this point. We had there, some years ago, about the same situation as described at Dartmouth, when an epidemic aroused considerable interest on the part of the students, and the faculty, in terms of the fact that the infirmary itself, which was just a dwelling building, was insufficient to take care of the students' needs, but for a number of years nothing was done about it. Then one day when the Dads Association was on the campus, early in the Fall, the President appealed to them to take the matter up. They became interested in the health service on the campus and at the next legislative session pushed through a bill by which a bond issue was floated. We now have a sixty-bed infirmary, a staff of three doctors and half a dozen nurses. True, it is supported by a fee, the bond issue being retired by fee from the students.

**President Alderman:** We must pass now to the next topic on the program. I hope that you notice some unity to this session. We go from student physical health to the general question of mental health. Dr. Brotemarkle hasn't called it that particularly; he has called it "Mental and Emotional Problems of College Students." Dr. Brotemarkle, Personnel Officer of the University of Pennsylvania.

## **Mental and Emotional Problems of College Students**

**R. A. BROTEMARKLE, University of Pennsylvania**

In discussing your manner of dealing with the mental and emotional problems of college students with you, members of the National Association of Deans and Advisers of Men, I have requested considerable latitude of your presiding officer. I have done this in order that I might bring to your attention a number of facts which I trust will be of help to you in your work with college students. I am fully aware of your real desire to be of help to your students, and your desire, therefore, to become skilled in the scientific analysis, interpretation and adjustment of their mental and emotional problems. You will understand me, however, if at the very beginning of my remarks I say that such is well beyond the possibility for any one of us. When I say that this task is beyond the accomplishment of any single worker, you will understand at once that I

must turn my attention to the work of a number of individuals who may be quite skillful in the solution of certain specialized problems, to the possible cooperation of these several experts, and finally to the necessity of coordination and integration of these activities or functions in the guidance and direction of the individual student's total adjustment to college life.

What your contact with the mental and emotional problems may be I think we can best observe as we speak of the several specialized fields which deal more directly with them. But first let us seek to understand our reason for discussion together, and therefore the part you may play in the adjustment of such problems.

While I know a number of your members personally, and am acquainted with their duties and accomplishments, I do not know the detail of many of your individual responsibilities in your several institutions. I feel, however, that there is a common element of activity to be found among your group. It is to this common element of student counseling that I wish to direct my attention in connection with this problem. This is the immediate task, basic to your responsibilities, in which you naturally deal with the mental and emotional problems of college students as individuals or as a group.

From rather intimate contact with and detailed study of the work of the members of the Eastern Association of Deans and Advisers of Men—which I feel may be considered as representative of the National Association—I am aware of the great variety of titles, positions, responsibilities, duties, training, experience and work to be observed among your members. However, in addressing myself to what I have considered to be the basic or common function of your work, I feel the necessity of calling to mind certain presumptions concerning the responsibility of those doing college counseling. And I trust that these brief statements are sufficiently inclusive and challenging, whether applied to those who have the responsibility for some special part of student counseling—as so-called educational guidance, vocational guidance or personal guidance—or for all phases of college guidance or counseling.

First, we must presume that the counsellor has had broad training and experience, thorough education and life activities to the point that he is the best fitted individual available for the guidance of the college student. The mere fact that he is interested is not enough; every individual in an educational institution should have a consuming interest in the problem. The mere fact that he has taken certain graduate courses or some plan of course arrangement and training given by certain schools is again insufficient; no really significant course of training can be determined for any field of endeavor which has as yet been so inadequately analyzed. Above all things, the fact that he has a perplexing problem of his own as to his professional career and especially as to individual or social aspects of personality should not only be considered a handicap but should be ruled a sufficient cause for removal.

Second, we presume that the counselor has available all those ma-

materials and sources of information with which he may be expected to carry on his work successfully. Without these the worker of thorough training and experience is hopelessly handicapped. Appointment to the responsibility, however anxious the worker is to enter this form of service or see it established in his institution, without the materials and tools for his work is a beginning which can spell only failure. Every workman, however skilled, must have his findings. The frequency with which this lack has been observed in the past is a real challenge to the efficiency of college counselling

Finally, we presume that the trained counselor with adequate tools shall be capable of developing the three-fold rapport necessary with the student, the faculty and the administration. To accomplish the purpose of counseling the student must have confidence in the analysis made and the adjustment or development suggested; the faculty must be brought to see that some real contribution in the problem of course and curricular construction results to and from the work with the individual student; and the administration must be brought to accept the continued infolding of the individual point of view in the entire personnel function of the institution.

College counseling, to the end that each student may be enabled of his own capacity and application to reach his highest level of potential development in the social environment of which he is now a member, and for that toward which he progresses in future vocational activity, is a task demanding the above minimum presumptions. Further, it is a task hopeless of accomplishment, even with these presumptions met to the fullest measure, unless the counsellor is capable of seeking out and cooperatively employing every available source of specialized service to be found in the fields of human behavior, adjustment and development.

What, then, are some of the specialized fields of help available to the college counselor in dealing with certain mental and emotional problems among college students, in what way may he cooperate with them, and, finally, if he is responsible for the same, how may he coordinate their various contributions in the life of the individual student?

In approaching the discussion of the specialized fields of study and service dealing with mental and emotional problems, I do so with a conviction, which has grown out of my personal experiences with students, parents, teachers, college counselors and college administrators, that much of the difficulty college counselors meet in dealing with these problems is due to a lack of knowledge concerning the contributions of the several fields of specialized help available to them. Not infrequently the counselor expects much and receives little, largely because he has sought help from the wrong source. Not infrequently he also finds it difficult to bring about some happy arrangement of personal and social opportunities for the carrying out of the varied recommendations in the milieu of the student's college life. The latter problem common-sense experimentation in curricular and extra-curricular processes alone can readily correct. And I am forced to the discussion of this more com-

prehensive knowledge because it assuredly must precede good common-sense experimentation in the process of collegiate education. Had I the time I should gladly argue for the cessation of much of our present confused experimentation until we have sought to understand more fully the factors and functions basic to human adjustment at the college adult level.

Mental and emotional problems are the observed states of a human organism which is incapable of making satisfactory reaction to the situations of life, with its resulting maladjustment. These unsatisfactory reactions may be the result of inborn or congenital defects in the organism, of congenital tendencies, or acquired patterns of behavior fixed by long periods of habituation. And in a very real sense the possibility of bringing about some change in adjustment is dependent upon the type and degree of the function involved. Rehabilitation is basically dependent upon the establishment of new forms of response by alternation or control of those at present observed.

Many fields of science such as anatomy, physiology and bio-chemistry are involved in the study of the structure and function of the organism. These sciences, however, contribute solely to the background of our knowledge of the problem. Having made marked progress in recent years, they will continue to push further and further back into the fundamental analysis of the human organism and its response to life situations. It is, however, to the applied sciences of the medical, psychological and sociological fields that we must turn for help in our dealings with mental and emotional problems since they severally attempt to bring to bear upon human adjustment the understanding of the backgrounds of the human organism.

Consideration must also be given to the degree of mental and emotional reaction. For example, we are aware of certain levels of involvement in emotional reaction. Mild emotion, common to the everyday experience of all humans, whether pleasant or unpleasant in feeling tone, appears to enhance directly or indirectly most of the normal processes of the organism. It is imperative, then, that ample opportunity be presented in the college environment for the functioning of the mild emotions of human life. In all probability your immediate problem here is an environmental one, since many of you are charged with some responsibility for the wholesome social environment of the campus and its opportunities for normal emotional experience and training. Whether you will follow the passing fad and fancies of ultra-modern campus activity and the changing whims and foibles of the student group reaction depends largely upon your understanding of the fundamental background experiences of human emotion.

In contrast with mild emotion, strong emotion is that type of reaction which involves a thorough-going reorganization of the organism to meet a situational stimulus. In such a reorganization certain functions of the organism are checked or reduced, while others are greatly heightened. The essential characteristic of strong emotion is that it produces vigorous

action of a relatively short duration. The crisis is met, the task accomplished, and in a short space of time the body reactions of digestion, heart-beat, blood-pressure, breathing, etc. returns to normal activity. In meeting problems of this type you will need to have much of the common-sense understanding of the emergency of human reactions and the common-sense interpretation of human behavior in the crisis. Many of our student conduct problems calling for discipline involve this form of reaction, and I am sure the student, the teacher, the administrator and the counsellor must all sincerely regret our poor understanding of the reactions involved in many such situations, especially as they relate to the divided responsibility of the student and others—teachers or administrators—who may take part in the total conduct situation. A rather brutal illustration of this confusion is frequently observed in so-called “cheating” cases. In such problems discipline or the attempted measures of rehabilitation can have little effect unless they bear directly upon the basic emotional factors involved.

Finally, excessive emotion, usually of great intensity and of longer duration, gives rise not only to temporary disorganization, involving the complete disfunction of many processes of the organization, being especially destructive to the normal mental function of the individual. Here, too, the recovery is slow and tedious, and is frequently accompanied by varying degrees of change and incapacity. Here are to be found the backgrounds of many of the mental disorders—the so-called psychoses and neuroses. In this problem we observe that only the medical specialist in mental disorder can act during the attack and must also direct any cooperation of others during recovery and rehabilitation.

With even this slight understand of the fact of the varying degrees of the mental and emotional reactions of the human we are prone to believe that the milder degrees of reaction are best studied and interpreted in light of the more extreme forms of behavior. The knowledge which accrues from the study and adjustment of the more extreme reactions will go far toward our understanding of the common run of daily student experience and reaction. I would be the last person to seek to interpret the normal activity of life in terms of the abnormal; I refer here solely to the consideration of those fluctuations or variations in normal behavior in which we must seek the help of those several fields dealing with the reactions of the human organisms. I wish, then, to discuss especially the help we may secure from the applied fields of medicine, psychology and sociology, and the field commonly called “mental hygiene.” In such discussion I must ask of you rather broad latitude in my personal observation of these varied contacts so closely related to the mental and emotional problems of our students.

#### **MEDICAL FIELDS**

The medical sciences are rendering invaluable service to the student at every level of education in a number of general and specific fields. To them we turn for the observed facts of physical growth and development,

the diagnosis and treatment of physical and mental disease, and the prognosis of constitutional fitness for vocational and avocational activity. In any discussion of these services we must consider three more or less differentiated types of professional activity, the general and specialized medical and surgical, the neurological, and the psychiatric.

### **THE GENERAL MEDICAL PRACTITIONER**

The general practitioner grounded in the basic norms and understanding the significance of extreme variations in physical growth and development, must frequently give information concerning the physical maturation of the individual. We must then correlate this condition to the observed facts of intellectual, emotional and social maturation. Physical maturation may well be considered the basic factor in such a problem, but the physician's recommendation must be interpreted to students, parent and school in light of the total adjustment necessary to carry out the doctor's orders as they relate to the personal, educational and vocational direction of a developing human life. In problems of physical deficiency and precocity alike the counsellor must have this important aid.

The general practitioner, skilled in the diagnosis and treatment of disease and injury, with the further specialized help available to him from those of his profession who have centered their effort upon specific ailments, is most assuredly fully responsible for the physical health of the student. Our task therein is solely one of sympathetic understanding. However, subsequent recovery, convalescence and full restoration bring perplexing problems to the counsellor. He must have help with them. Amounts of energy available and the speed with which the student may expect to return to full activity vary with disease or injury, its duration, and the mental and emotional idiosyncrasies of the individual. Counseling of the individual must depend upon detailed and accurate information given by the physician. An especially difficult problem is the temporary "leave of absence" from work largely granted on medical advice. The counselor not only faces a series of problems in the personal, educational and vocational adjustment of the student, but an added responsibility to institutional structure and function. Taken too lightly this problem makes for disorganizing abuses; not taken seriously enough it makes for individual disaster. The counselor responsible for recommendation deserves here the most specific help of the physician.

We are especially dependent upon the physician for help in the problems of constitutional fitness. The demands of education and vocation alike are rigorous. In the extreme case the physician is quick to issue an edic of non-capability, but in far too many borderline cases the decision is tediously secured. All of us are prone to have our sympathies moved by the all-consuming enthusiasm of the ambitious student, so that on occasion the physician finds it easy to pass the whole problem on to the counselor without the definite and significant help needed. Without tentative or at least directional information we can only muddle along with added and increasingly more complex disturbances in adjustment.

The personal, educational and vocational drifting of the individual in the hands of a bewildered counselor requires more fundamental prognostic study of constitutional capacity and fitness. Such work will be accomplished primarily by those physicians dealing with large groups of individuals in industrial and educational institutions and by those dealing with insurance and indemnity adjustments arising from physical illness. Frequently the advice or counsel of the doctor is sought directly by the student, and no less frequently given in the best light of the doctor's experiences; but the college counselor can readily testify to the almost as frequent impossibility of carrying out the suggestions which have been made without sufficient regard for the other factors involved in the adjustment of the individual to the institution and his own future in the work involved. I do not mean that the counselor should be given the right to dictate to the physician; I merely ask that the doctor anticipate somewhat the environmental and human factors in the total adjustment.

I am reminded of an educational guidance problem in which I was advised by the physician that a certain student was unable to take the amount of academic work which he had been carrying, with the added recommendation that the student be required to carry not more than one science course throughout a single college year. Now it happened that this student was taking the pre-medical course. The student appealed to me with the recommendation of the doctor in hand. The doctor had either secured his medical education before the day of pre-medical science requirements or had entirely forgotten the work which he had taken in his course. To begin with, the parents had insisted upon their son taking the "seven-year combined" course in which he must do three and one-half years of college work, covering all the fundamental required courses of freshman and sophomore years, his major and major-related courses, and half of the elective or free-choice courses regularly taken for the bachelor's degree, and that in three years' time. I had already discouraged him from such a plan and in spite of the added expense of the fourth year's work in college, had persuaded the parents to have him take the regular four years for his pre-medical work and the college degree. With the recommendation of the doctor now at hand I now had to explain that such procedure as was suggested would necessitate seven years in college even if the counsellor went so far as to add during one of the years a course in advanced mathematics to the single science course advised. I need not explain that the doctor meant no such limitation in the work of the student, but the illustrative purpose is probably enhanced when I say that the doctor was actually recommending for his own son. Most counselors will enjoy the humor of the above; I trust the medical men may also.

I have delayed the discussion of the physician's part in the basic mental health of the student for the reason that while many general practitioners are quite capable of caring for many of the simpler nervous and mental problems in student life, there are two groups which stoutly argue their prerogative and deem their present help tantamount in edu-

cational service today. I refer to the neurologist and the psychiatrist. I believe that most counselors will agree with their contention providing they meet the demand for specialized help which we find so necessary.

### THE NEUROLOGIST

The neurological assistance is discussed first because of its close relationship to the physical, physiological and bio-chemical aspects related to general medical practice. In a very large proportion of the cases referred to the neurologist the counsellor will be asked by the specialist to cooperate in the treatment of the case following diagnosis. A number of cases will remain in college, and certain recommendations will be made for the adjustment of academic work, campus activity and living arrangements. The problems which arise here are similar to those already discussed, so far as possibilities of adjustment are concerned.

Two case problems of a similar neurological condition but involving markedly contrasted procedures and recommendations on the part of the physicians will be illuminating at this point. These cases came to my attention within a few days of each other. In both cases the admission officers had acted upon the usual recommendations of physical health. In the first case, however, the parents immediately brought to bear a recommendation from the neurologist for lightening or reduction of the student's roster of course work. The diagnostic statement given was very vague, reference being made to a "nervous condition of long standing" but in which "great hope of improvement during the next few months" was indicated. The first semester passed rather satisfactorily with only slight references by some of the faculty and advisers as to certain peculiarities. Needless to say they were overlooked on recommendation of the counsellor or personnel officer. Toward the end of the year the student was involved in a "cheating problem." He had a completely "blank memory" as to how, when or why his examination booklet came into the possession of another student. The facts were clear, the other student admitted copying the material *verbatim*. The question of his securing possession of the material involved his "squealing" on the other student and he declined to testify on this point. On the basis of apparent ignorance of the man's possession of his booklet and in light of his "nervous condition" the case was dealt with leniently. He was placed on "probation" with the threat of expulsion for further misconduct, and placed in charge of the personnel officer for guidance. The neurologist again recommended leniency and promised that immediate adjustment would be forthcoming. Shortly after the opening of the second year he faced discipline for "vile and obscene language" and misconduct involving "gambling." Again the neurologist recommended leniency and asked permission to talk with the student with the promise that he would guarantee that "he will behave.". With numerous facts of behavior and temperament in his possession the personnel officer became insistent for some definite diagnostic understanding of the case problem. Then only did the neurologist indicate that the case was one of epilepsy, adding



that the individual had the typical temperament diathesis of the epileptic, being the "most stubborn" individual in his years of experience. He added further the hopelessness of any adjustment in the home environment. The parents were required to withdraw the student from college, and as far as possible friendly advice was given as to future adjustment.

The second case, a post-operative epileptic, with a remarkable degree of emotional stability and social grace, was clearly explained to the college authorities on admission. With definite understanding and recommendation the case has caused no unusual problem to date. Due to report to the neurologist at intervals the student is apt to allow time to pass, and has something of the usual indifference to his health observed among normally healthy persons. When some slight show of disturbance is observed by fellow students, faculty or advisers, the personnel officer is quickly informed and the student is dispatched forthwith to the physician. Information given the neurologist from the observed behavior of the individual has greatly enhanced his treatment and attendant stability. The case will continue to reap the benefit of frankness and cooperation between his physician and the counselor. The counselor has an opportunity to bring sound knowledge into the guidance and adjustment of the individual in every phase of his college life.

### THE PSCHIATRIST

We now come to the discussion of the mental diseases and disorders. with the counselor seeking aid from the psychiatric fields of medical science. In many instances it will be observed that the practitioner treats both the nervous and mental disorders; our distinction is a highly specialized one lending itself to the appreciation of the basic point of view in approach. In contrast to the neurologist, the psychiatrist is fundamentally interested in the mental states or psychotic conditions. One large section of the psychiatric group turns as far as possible to the physical backgrounds of the mental condition. These physicians are likely to be practicing neurologists also. Their work will resemble that of the neurologist, save for the treatment of certain functional or mentalistic disorders. I shall not stress their work beyond that of the neurologist. Frequently both of them will be dealing with the type of case problem which is so extreme that he must be removed from the institution for a period of time, if not finally. If the individual is to remain in school or to return, the most specific information must be given to guide the counselor recommending the necessary adjustments in the case.

### THE PSYCHOANALYST

Another large section of the psychiatric group, with a specialized point of view, is the psychoanalytic. With no apparent interest in the physical and physiological backgrounds these individuals proceed to the treatment of mental disorder solely on the basis of abnormality of mental function. With several basic theoretical differences they all study the

formation and function of mental attitudes or habits and the resultant conflict in mental life. Varying greatly in therapeutical procedure they all aim to assist the individual in the removal of the old mental attitudes and the formation of normal function without attendant conflict. Since the analytical procedure and treatment are alike most individual, it is seldom that the counsellor will be even well informed of what is taking place. However, I am frank to say that most counselors will be observing many activities of the individual and many changing factors which in all probability should be known by the analyst and which frequently would alter his form of procedure and technique. I now have a counselling problem which needs just such a change and I am in the midst of working out plans with the physician. Each time the student has returned from the analyst lately certain over-emphasizing of his reactions to his limited roster of courses has been most distressing. While I am willing to see the physician continue his endeavor to remove certain fixations in the mental life of the student, I am certain that the student and counselor both recognize certain necessary changes in emphasis upon the part of the analyst. In fact, the case has reached the point in his own understanding that he is likely to refuse further cooperation with the physicians, with resultant loss of benefit.

Some of you will have had in mind the field of mental hygiene during the above discussion. I shall ask that this field be held over until we have seen the contributions of the psychologist and sociologist because of the intermingling of these fields with the psychiatric in the hands of the most mental hygienists.

### THE PSYCHOLOGIST

Psychology with its basic interest in the behavior of the individual not only contributes much in the way of specialized help but has been quite largely fundamental to the training and experience of the college counselor. The counselor need worry little over the various theoretical schools or points of view in the psychological science since neither of the groups interested in these problems will make direct specific contributions to his work. That is to say, the fields of general psychology and experimental psychology will add only to his present knowledge of the varying points of view or approaches to the understanding of human behavior. The clinical psychologist and the consulting psychologist, interested in the practical application of science to the daily behavior of the individual, will, however, find the varying points of view contributing to his store of usable materials. In every instance out of sheer necessity he will become a correlationist employing all valid and reliable material presented by each of the various fundamental schools of psychological theory and passing on this advancement in his specialized help.

Much of the ability or aptitude and achievement testing material and teaching along with much of the remedial procedure of counselling has been developed in the psychological laboratory and clinic. We must bear in mind that many of these materials, easy as they may seem to be to use

on first sight, have been employed by the psychologist on the basis of a broad knowledge of their derivation and wide experience in their variation with attendant interpretation. All too frequently we will become hypercritical of materials, either because we are not sufficiently skilled in the interpretation of the same or have lost sight of the shortcomings already indicated by the psychologist.

The basic purpose of the psychological testing materials is vital to a clear understanding of their contribution. Any test has as its specific task the revelation of the status of the individual in terms of the group distribution of ability or achievement. Quantitative measures are necessary for such a purpose; but that is the end and be all of the quantitative measure or score, a means toward an end—placement of the individual in a group distribution or scatter. This, however, leaves us entirely uninformed as to the function of the ability in the individual we are testing, unless in error we attempt to argue from the raw score or measurement to some qualitative understanding. Clear, concise and comprehensive qualitative analysis is required of the internal functioning of the test before one can say the least as to diagnostic or prognostic meaning. The fact that the individual student on the basis of raw score stands in the lower ten percent of the group tells nothing of the inner functioning of capacity or deficiency which might be employed in remedial attempts at improvement.

So the counselor will find himself sadly in need of such sound analytical interpretation from the psychologist. In fact, since he is dealing generally with the so-called normal individual he will have many more occasions in which he will need help from the psychologist from other fields of service. In a recent case sent to the Psychological Clinic with the statement that the student "presents an interesting problem, and it seems to us that any attempt at guidance is dependent on information to be obtained only through a psychological examination," the problem of educational and vocational guidance was complicated by a definite personality problem involving a personal problem in social adaptation. The school had noted the student's interests shift from a mechanical engineering course toward a chemical technician course, with an apparent tendency to drift quickly from it to a great diversity of little understood interests. As a matter of fact, the student had ample ability—which had already been recognized—to do any type of educational work; he likewise had a rather general interest in most of those factors of life activity toward which engineering education today is apt to turn for the employment of its training. The shifting meant little so far as education was concerned; its main importance was that it was based on a very definite personality disturbance which would make it difficult to place the individual in any type of work after training. The "interesting problem" was slightly understood by the student in his immediate social contacts. However, the counselor had no insight into its present implications or future vocational significance. Here was an individual of superior ability with numerous social opportunities and some social capacity, but who in spite

of his aggressiveness had little self-sufficiency or self-confidence. The result of this conflict was all important to the student. He had not referred it to the counselor. Now he was gradually becoming confused and anxious as to his fitting into the field for which he was training, and there was a natural turning to any or all types of interests in case perchance he might find a loophole through which to escape into some reasonably comfortable vocational adjustment in the future. The psychologist has turned over to the counselor the analysis of the problem and given assistance in the adjustments necessary during the remainder of his college career and in light of which vocational guidance and placement must be made.

### THE SOCIOLOGIST

The sociologist has made some contribution to the general understanding of the social life of the human individual; but I have been surprised that so little has been done toward the comprehensive analysis of the social life of the single highly selected group with which he has most intimate contact, the college student. Only now are we beginning to see a few studies of the social factors of student life given serious consideration. However, the sociologist has been helpful in the development of the social case work technique and the training of individuals in this field. It seems sufficient, however, to say that this is of importance to the counselor solely as it enables him to refine his own interviewing and investigating techniques adapted for the college adult or school level. The actual technique of social case work, while somewhat adapted to the grade school level, is at present limited in use at the college level. The counselor, however, needs and seeks marked improvements in the technique of investigating and awaits with eagerness the further contributions of the social science groups.

### THE MENTAL HYGIENIST

We have placed the discussion of the contribution of mental hygiene at the end of our paper for the rather clear reason that it is work of a group of individuals employing the techniques of all the fields so far discussed. Not a science but an art, it has taken the materials and techniques of medicine, especially psychiatry, psychology, sociology and education and devised some slight technique of its own in employing these in a somewhat integrated whole. Developed largely at the hands of the medical specialist, the psychiatrist who gave himself over to broader adjustments of human life, it has been adopted by a number of individuals from each of the fields from which it has borrowed materials. As a matter of fact, it is the modern specialized doing of what nearly all individuals interested in the adjustment and progress of human life have done for generations. To a marked degree its staunchest supporters will today frankly admit that it has been slow in developing its own techniques, and has a tremendous task lying before it. Mental hygiene has three basic tasks which it has set itself to: the dissemination of

knowledge concerning the normal functioning of mental life, the diagnosis of mental disturbance in the normal human, and the therapeutic treatment of the same. The counselor's task will be greatly reduced as the first of these purposes is enhanced; better understanding of mental function should certainly do much to enable individuals to adjust themselves more happily to the social milieu, thus reducing the number of problems the counselor must face.

In the matter of diagnosis and treatment the mental hygienist may be of great service to the counselor. However, we must continue to question any source of service for use with normal persons which is couched almost entirely in terms lifted bodily from the student of abnormal mental life among the mentally disordered or insane. This question would stand even were we to admit that the mere borrowing of terminology did not imply the use of the point of view and connotation inherently involved in it, which admission certainly no well informed individual would join with. The counselor can only continue to be bewildered by those studies which give estimates of anywhere from five to eighty-five percent of college students as in need of mental hygiene treatment because they may be divided somehow into groups or so-called "types" largely characterized by a language taken bodily from psychiatry. Even if we admit the facts, and discover that the only individual capable of dealing with the problems involved is the mental hygienist, it is still clear that the counsellor closely allied to the educational and institutional structure and function is indispensable in final interpretation and recommendation of adjustment in the individual student case. We are observing marked changes in the cooperative effort of the specialists in educational, personal and vocational guidance today, and it is fair to say that the mental hygienist is among the foremost of those in this cooperative movement. The college counselor is more than willing to hasten the dissemination of information concerning normal mental life, and awaits the continued development of techniques which the mental hygienist may employ in the adjustment of many of the most perplexing personality problems of his address. It may well be that the mental hygiene movement will bring to the counselor the much needed integration of many of the materials developed by the specialist in allied sciences; it may even be that the counsellor will be the best mental hygienist of the future in employing the specialized aids in an integrated function in human lives.

In concluding my discussion of mental and emotional problems of college students I trust that you now appreciate why I have made no attempt to present many facts of types of reactions, their analysis, measurement and interpretation. You will, I trust, grasp the significance of the contributions available to you in your work, and the basic consideration of a single individual formula for each individual student's adjustment. There is no single road leading to the adjustment of mental and emotional problems of college students. You are privileged in that you probably play one of the most important roles in immediate contact with the student; and your contribution to his adjustment and development is

dependent on your attitude and your cooperation with those who can add greatly to the depth of penetration of the problems and their adjustment. Education—dealing as it does with the most valuable years of human training—owes it to itself and the student to thus deal individually with each and every human personality entrusted to it. As it enhances the adjustment and developmental opportunities of the individual student, it enhances itself.

**President Alderman:** We appreciate Dr. Brotemarkle, your generosity in preparing this paper for us.

The paper is now open for discussion, or questions.

**McCreery:** Mr. Chairman, may I ask Dr. Brotemarkle a question? You have set a specific test for the Psychiatrist, I take it. It seems to me that among the duties of the Dean of Men, many times, is that of acting as clearing house in which he must send to these various experts the people, or the students, that come to his attention. What type of cases, then, would you send to the Psychiatrist? Where would you draw the line? I take it, it would be those cases which display extremely erratic behavior.

**Brotemarkle:** My answer would very largely be in terms of your Health Service, since you say you have a Psychiatrist. It would be for the Dean to send him to your Health Service, and let the medical staff, which is well divided and understands its responsibility, decide what attention he should have.

Being specific, however, the Psychiatrist deals with the definitely specific mental conditions. If he is also a practicing Neurologist, as many of them are, except the psycho-analytic group, then he would deal both with the neurological or pathological condition of structure, as well as mental functions. But those cases which are beyond the normal adjustment of the student campus life, beyond the normal adjustment of psychological interpretation are those which should definitely be sent to the Health Service and find their way to the Psychiatrist.

**Turner:** Here we are grouping these men. We have certain groups that we think we should form, and I don't think Dr. Brotemarkle will disagree with me that there is a group of specialists which deal with psychology and sociology, not to mention the entire group of the medical profession. I think so far as the general public, and often times as far as our faculty are concerned, they don't see that there is any separation there, between the two. They see the Dean of Men in the picture as the man who should be the specialist in these other fields as well. They see the psychologist and the medical man as the man who should be the Dean of Men. They say, "If you are going to be a Dean of Men, you ought to be all of those other things," and they see the specialists in the other fields and they say, "Certainly, you are the man to be a Dean of Men." And yet, here we are, knowing perfectly well if we are going to do our work as Deans of Men we haven't got the time, nor the education, training or anything else that it takes to do the work the specialist should do. It seems to me they are really two separate fields.

I certainly wouldn't attempt to treat a boy who is in need of specialized treatment; I would send him on to our Health Service, and they would probably send him for medical treatment. But as I say, so far as some people are concerned, they think that ought to be handled perfectly well by me. So it seems to me it is a matter of education, the education of our own faculty and our own people in our communities.

**Greenleaf:** I wanted to ask Dr. Brotemarkle about the cooperation one might expect from the psychiatrist. I know in a very brief investigation that we made, two or three years ago, in some institutions the psychiatrist is very willing to turn over his medical examination or his report for the counsellor. But in other institutions, this report of the psychiatrist is kept very confidential. I would like to know to what extent cooperation along that line should be expected.

**Brotemarkle:** I can only say one thing, that I agree entirely with the psychiatrist, that he shouldn't turn over his total report to any college counselor, including the man who has had even the years of experience that I have had in the psychological science. I wouldn't understand some of the terminology, although I am supposed to know a little more about it than some other individuals. But the thing that any psychiatrist will do in any human problem, if you go to him in the right spirit, will be to turn over to you, the individual who has ultimately the real responsibility for that boy's adjustment in college life, some comprehensive understanding of what should be done in the case. The trouble with you is that you don't want to be dictated to in regard to some problems, and if the Dean of Men will get out of his mind the notion that the medical man is going to dictate to him, and realize that what he is going to do is offer him some vital understanding of that boy's conduct which will enable him to bring about a real adjustment in his life then you will have no trouble with the cooperative relationship with any of these specialists.

**Enyart:** I think sometimes you meet the specialist who is rather a "cocksure" sort of fellow, who delights in dealing in cases and is apt to make it quite a bit more serious than it really is.

**President Alderman:** Dean Thompson spoke to us of the physical health of students; Dr. Brotemarkle's paper has had to do with the mental health, and now we come to the question of student behavior and the general attitude that we as individuals or as institutions are to take toward it. I take pleasure in presenting Dean Moore, of the University of Texas.

### **"Some Aspects of Disciplinary Routine at the University of Texas"**

**DEAN V. I. MOORE, University of Texas**

In discussing the subject announced I am not attempting to parade before you some perfect system, nor to announce some amazing discovery which is guaranteed to make the lives of disciplinary officials one long,

glorious symphony of peace and happiness. On the contrary I shall deal in simple wise with the common procedures of everyday life; with methods of accomplishing necessary tasks in line with rules many of which are home-made or copied shamelessly from your institutions; and with annoyances, which you, too, have suffered, and which discussion and a pooling of experiences may aid some of us to abate.

Every dean of men responsible for the administration of discipline has felt some chagrin when a freshman, called in on some routine business, enters the office quaking with terror and obviously the poor kid thinks he would be chewed up alive by the campus ogre. I develop a severe pain in the neck when some graduate returns at home-coming and greets me warmly, then adds, "You didn't know me very well as the student because in all my four years on the campus I never had to come to your office." This poor fellow had never learned that such a call might have been a mark of honor; that in the office of the average dean of men less than ten per cent of the dean's time and energy is used along disciplinary lines; and further, that some of the closest friendships made by a dean of men are among those who have been disciplined by him.

The functions of a disciplinary nature of those charged with the administration of discipline are certainly not limited to the punishment of persons who have violated the rules of the institution. Discipline is not merely punitive. It seeks to teach. The Latin motto of the University of Texas, "*Disciplina praesidium civitatis*," conveys somewhat loosely the essence of that striking pronouncement of Mirabeau Lamar: "Cultivated mind is the guardian genius of democracy." While discipline in this broader sense covers all education, yet, in the restricted sense we now have in mind, discipline serves to train our citizenship of the future and to aid in building the kind of education which Lamar visioned when he uttered the complete thought: "Cultivated mind is the guardian genius of democracy and when guided and controlled by virtue, the noblest attribute of men. It is the only dictator that freemen acknowledge and the only security which freemen desire." In his disciplinary capacity every dean of men knows that he has a very real opportunity for training students in requiring conformity to those regulations which were written with a view to making the work of the institution more beneficial and effective.

Of course in the minds of many people the punitive function is most prominent and this fact has made it somewhat difficult at times to do the constructive type of work which we feel is discipline at its best. For the success of such constructive and preventive work it is necessary to secure the confidence of the new students and this is difficult indeed when they are allowed to fear and suspect any agency charged with the administration of discipline. Now as regards faculty committees on discipline in the University of Texas, it is true that their service is usually confined to serving as juries and bringing in verdicts and assessing penalties. All of us feel, at times, somebody to share our responsibility. I know an institution where the Dean of Men is virtual dictator, he tries cases and settles them and assumes full responsibility. I know perfectly well that I am not



wise enough or good enough to do that. I need the aid of others. That is, their active functions are largely concerned with the punishment of guilty parties against whom charges have been filed. However, they individually do much along the line of prevention since their experience on such committees has shown the possibility of saving students from temptation. Furthermore, by publishing the results of various typical cases they attempt to deter others from making mistakes that have cost their fellow students in many cases very dearly. Everyone who has served in cheating cases involving freshmen has become familiar with the plea: "I didn't know such things were considered so seriously here."

Prevention of student transgression is attempted by careful warning in freshman convocations; in their own classes; in articles printed in the student press; by such advice as is contained in the Freshman Handbook; and by personal conferences.

The Faculty Discipline Committee in the University of Texas is made up of a faculty group consisting of some fourteen men and five women. In addition there is a student group of six men and four women. From these groups are selected the trial committees, each made up of three faculty members and one student. In any case involving a woman as defendant at least one faculty member must be a woman. In such a case the student member is a woman. When charges are brought against a man the student member is a man, and when the defendants form a mixed group both a man and a woman student sit with the committee. Faculty members are appointed by the President upon nomination by the Dean of Student Life, and they are usually reappointed annually until each has served five years. Student members are appointed by the Dean of Student Life upon nomination of the President of the Students' Association. Reappointment in this group is common since our students consider the assignment an honor and in many cases seek reappointment. Any assumption that a student would lose caste in the student body has long since been proved a false one by our experience. A large committee is desirable in order to avoid overwork for any individual or group. Furthermore, the members are usually selected so that the opinion of a specialist may be secured in almost any kind of case that might arise.

It may be well here to trace the course of an ordinary case of the most common type; namely, cheating in classes. Such cheating may take the form of plagiarism, copying on a quiz, using or attempting to use prepared material on examinations, or violation of some of the minor rules governing quizzes and examinations. In such a case the instructor reports the case to the Dean of Student Life, transmitting to him the evidence and explaining the circumstances. The Dean then selects three members of the Faculty Committee on Discipline and adds one of the student members. This group is convened and the investigation held. Always the accused is faced by the various witnesses and every opportunity is given him to refute the evidence against him. The instructor who brought the charge is usually questioned along with other witnesses for prosecution or defense. When all evidence is in, the accused is given

the opportunity to make a final statement to the Committee and he then retires leaving the Committee to make its final decision with regard to verdict and penalty. The action of the Committee must be approved by the Dean of Student Life, which is merely a formality in most cases since this official sits with the Committee throughout its consideration of the case. The Committee's action is final, there being no court of appeals except to the Board of Regents. In three cases during the past ten years complaint has been made to the Regents through their Committee on Complaints and Grievances, but only once have the Regents reversed the action of the Faculty Committee. Cases are presented by the Dean of Student Life on complaints filed with him by instructors, students, outside parties, or on his own motion. He must keep abreast of local news by reading carefully the local papers and the student daily; by keeping in touch with the city police and the sheriff; and he must maintain contact with student affairs by circulating about the campus as much as possible. He must treat with courtesy and handle diplomatically all those who are in a position to inform him of matters calling for his attention, even the usually contemptible anonymous informant. These matters must then be investigated and a decision must be reached as to whether they are such as to warrant committee action. Many cases are settled by the Dean out of court.

There is a current belief among students that persons brought before the Discipline Committee are doomed in advance. They sometimes put it that a student defendant is presumed to be guilty until he proves himself innocent. This belief is of course absurd, but is natural from the fact that a very high per cent of convictions follow Committee investigation. This is due to the fact that each of these cases has been studied in advance by the Dean and unless there is evidence to warrant an assumption of guilt the Committee is seldom asked to worry with the case. Even tho, the verdict, "Continued for further investigation," is occasionally reached, indicating in effect that the Committee believes the defendant guilty but has not found sufficient evidence to convict, yet wishes to enter the case in the records

Some of you may have felt a doubt when mention was made above of cases reported by students. There are, nevertheless, several such reports each month. Most of these come from the student officials at our All-University Dance. And thereby hangs a tale. This dance is the principal source of revenue for the support of the Student Union. Most Union officials are rather surprised to hear such an absurd statement. It happens to be true. We have a small union, separate from the cafeteria and other establishments for the feeding of our flock, and we get by on a budget of about thirteen thousand dollars a year, or a little bit less than that. It brings together every Saturday night students of all classes and conditions—fraternity and non-fraternity, Jews and gentile. The price is \$1 for each man whether the individual prefers to go with a date or as a stag. Our annual net receipts usually run over \$13,000. It is apparent, therefore, that considerable care must be exercised to maintain proper con-

ditions and to avoid what might develop into a real discipline problem. I do not know just what conditions may be in other parts of the country, but I am compelled to admit that we in the Southwest have gotten far, far away from the old custom of making liquor taboo at dances. Our rules bar the use of intoxicants to any extent whatever in connection with these affairs, but the sole responsibility for enforcing this rule and other rules to insure proper behavior is in the hands of a student dance force. Believe it or not, for the past seven years this dance in which there are usually from 400 to over a thousand couples has been a real model of propriety. Every case in which the floor force has reason to find fault with the conduct is handled immediately and drastically and the following Monday morning a detailed report is made to the Dean of Student Life. Student dance officials have reported their fraternity brothers in several instances. Of course, these boys are paid for their services out of the Student Union dance fund. Why are they willing to report? The answer is easy. The Dean of Student Life has given them his word of honor that he will not take official action on any first offense unless the case is a flagrant one so reported by the students. And so far over seven years that promise has not been broken nor have the students tried to cover up for their friends. You will find that the average student is as jealous of the good reputation of the Union as is the President of the University. So, you see, students do sometimes report cases.

Now what of the faculty? Obviously our system, for perfect functioning, requires absolute cooperation on the part of the entire faculty. Such cooperation we do not have completely. Some members of the faculty will not report cheating cases, preferring to handle these themselves out of court. Such persons surely cannot realize that they are deliberately guilty of perpetrating a grave injustice. In any such case the maximum penalty is loss of credit in the course, while in cases handled by the Discipline Committee this penalty is lighter than that assessed against the most inexperienced freshman. When the instructor undertakes to set up his own court no official record is made, no communication is sent to parents, and, finally the apparent penalty in many cases is no penalty at all since the culprit would have failed anyway.

Why these few stubborn men and women do as they do is still a deep mystery to me. To the best of my knowledge all faculty members—and all others, too—who have appeared before the Discipline Committee have been treated with the greatest courtesy. One of these irregulars—a full professor—told me about two months ago that he never intended to report another case since on his last appearance before the Student Honor Council he was humiliated by the attitude of the student court. This man did not seem to know that the Honor System had been junked on this campus over six years ago. Other reasons which have been advanced by persons discussing the problem I have absolutely refused to accept. I cannot believe that any member of a respectable faculty would follow such a course to make his courses popular, or because he lacked the “guts” to appear as a complainant, or because he sought popularity among the

students by the methods adopted by the unjust steward, or because he assumed mental superiority over the Committee.

The supreme reason for having all cases of scholastic dishonesty tried by the regular court is that this is the only way to secure consistent treatment.

Some excellent gentlemen insist that their classes would not cheat. They may be right and I wrong when I assert in the student vernacular that they are just "kidding" themselves. In the face of their magnificent confidence in the beneficial effect of their celestial personalities on the average class I can only cite the case of one Judas Iscariot who slipped to some extent at least, though he had had the advantage of several years of personal tutelage under the Great Teacher.

The types of offenses may be easily listed. Scholastic dishonesty ranks first in number of cases. In the year 1933-1934, 107 cases were tried. Of these 55 involved some form of scholastic dishonesty. In 1934-1935 there were 122 cases handles and of these 57 cases involved scholastic dishonesty. Among the women usually 80 per cent of the charges filed involve scholastic dishonesty.

Among freshmen their first statement in defense is almost invariably that the student did not know that he was doing wrong. I should say that in cases involving women this plea is even more universal than among the men students. Then he follows this up, usually, with the statement that it is the first time, the admission that it is the first time, if he did wrong. that he had ever done wrong. I may be too much of a pessimist, but frankly I doubt whether our student courts have ever yet tried a first offender—really a first offense, I mean, not the first time he got caught." When the facts are all laid bare the defense is often modified to "I didn't know that this was considered so serious an offense on this campus." Men are just as likely to lie as women, but women are far more likely to stick to their lies in the face of positive evidence than are the men. A former Chairman of our Discipline Committee has rendered valuable service by speaking before freshmen in fall convocations and stealing the thunder of possible later culprits by reciting in advance the alibis they are likely to introduce. I didn't know it was loaded," "We studied together," "My eyes wander when I am trying to concentrate," "I often drop into a brown study," "I used my friend's theme to get a general idea of how to write mine," "I took these notes to class hidden under by garter in order to get in a little last-minute studying"; and so on *ad infinitum-ad nauseam*.

Violations of housing regulations loom large in disciplinary actions of the past three or four years. Most of these cases are not tried by the Discipline Committee but are handled out of court by the Assistant Dean of Men or Dean of Women. In former years many well-to-do citizens of Austin would have been insulted if asked to take in student roomers. But when the depression had flattened incomes and impressed the need of a few pennies additional monthly income someone conceived the brilliant idea of fixing up the old barn or garage or workshop for housing students. A flood of student applicants for the lease appeared. Then followed more

garage apartments until now this end of Austin is over-run with this type of pest. I know of one home in our most exclusive suburb where quarters formerly occupied by the negro cook were worked over and made into a deluxe student apartment.

Now, graduate students under our rules may room where they please. All others are required to secure permission in order to room in these apartments. The reasons advanced by petitioners are invariably the need for quiet in order to do better work along scholastic lines and the need for economical quarters. We have found, however, that the paramount reason is to seek freedom from supervision. Gambling and drinking and immorality have flourished in these places—not all, of course, but in enough to make us fear and suspect them. Fraternity managers complain that they are draining the frat houses, for the men do not wish to be forced to live under the strict fraternity house rules. This may give us a giggle, but it nevertheless shows the student opinion of the average garage apartment. This means of exploiting students is adopted by the elite of Austin and, what is more embarrassing to us, by some members of our own faculty.

In a discussion of student delinquencies drinking must of course have its place. Is it worse than it was under prohibition? Yes, I think it undoubtedly is. But I have not grown excited over this fact. The people of our sovereign Nation and of our State arose in their majesty and decreed that their sons and daughters might have the right to purchase liquor freely. We therefore can allow ourselves to be disturbed only when their indulgence directly affects the life and work of the University. We have occasional cases and occasionally assess the penalty of suspension. More frequently, however, we give a lighter penalty to try to salvage the boy. Few of them are sots. The vast majority are trying to find out—even as we did in our day—what this thing called life is all about. They say they will “try anything once,” and they will. We in our day answered the call to explore new experiences and youth will always do that.

A third offense which is always with us but has been little more prominent in recent years is the falsification of information given on registration card. When out-of-State registrants were compelled to pay a higher rate than Texas boys and girls there arose the temptation to attain the benefits of the Texas citizenship by short-cut methods. It is not entirely an accident that even some of our athletes have been tempted along this line.

Then, too, students who had a sad experience in some other seat of learning have been tempted to forget that they ever attended other colleges and have come in on high school credential, incidentally denying previous registration in other institutions of higher learning. Here, too, the athlete sometimes figures.

The age-old offense of immorality is dealt with drastically when adequate information is available, but unless the offense is an extraordinarily outrageous one we are not likely to know about it at all. Our undigested asset, the automobile, has made effective chaperonage a myth.

The spread of information concerning birth control and the ease with which all manner of contraceptive devices may be had at drug stores and even filling stations make the old fear of consequences of sex irregularities a very slight deterrent. And, finally, the type of literature which has in recent years been popular with all classes has made pretty hazy our formerly adamant conceptions of decency and virtue. Some of us still believe in the old standards and so do our children. Our only hope along this line is that a sufficient number of the parents of today have a similar view as to the need of maintaining the old conception of virtue and have imparted their teachings effectively to their children.

No quarter is given dishonesty by the Discipline Committee, particularly by student members, whether the offense take the form of stealing books or clothing, of signing fictitious names to library call slips, appropriating so-called "souvenirs" from the Union or other University buildings, or other forms of stealing. With regard to student honesty in financial transactions every effort is made to see that the students comply with the law. For instance, "hot" checks have to be taken up within a reasonable period of time or else the check artist is dropped from the rolls. Persistent givers of bad checks are penalized. Obviously we cannot assume the function of a collection agency for down-town merchants, but we should so far as possible impress on the student that his credit is his most precarious possession in the world of business. If we are aiming primarily or incidentally to turn out good citizens we have a responsibility along this line.

Of course, there are many other less common offenses. We have a student now suspended pending the outcome of a charge of murder brought by the grand jury in a formal indictment. We have tried men for bigamy; using the mails to defraud; exhibitionism; sex perversion; rape; burglary; forgery; and other offenses not frequent nor representative of our student body. Many, many times we have felt inclined to sentence the defendant to a period of time in an institution where his diseased mind might be studied and aided in finding the way back to normal and healthy living. Undoubtedly the recommendation once made and to be repeated by another faculty committee soon to report that an additional full time psychiatrist be added to the staff of the health service deserves attention. I wish our universities were in a position to take care of those whose diseased minds have degenerated to such an extent that they need constant supervision. In the year 1926-1927 there were five crazy people in the student body alone. No investigation of the faculty was made.

One of our present problems is what to do about the delinquent graduate student. I am ashamed to make that statement; it is rather an amazing thing. I sent out a questionnaire recently, trying to find out procedures in other institutions that we like to follow. Two of them replied that they never heard of such a thing as a graduate student being guilty of scholastic dishonesty. Maybe they were telling the truth. We have assumed that a graduate student, being in many cases only a few hours

or weeks or months older than he was as an undergraduate, needed no separate court. In all but scholastic cases and those involving housing problems he has been treated as other students are treated. But some members of the graduate faculty feel that he should not be given the same treatment as undergraduates in cases of plagiarism and ordinary cheating, since in their opinion dropping them from courses would be a sufficient punishment. It is true that disqualification for further work along the line of major interest might be a terrible penalty. Yet the same penalty would be given the merely dumb. There is today a man registered in one of the largest universities in this country, recognized there, I suppose, as a normal representative of the University of Texas, who was guilty on this campus of the most outrageous plagiarism. The chairman of the Graduate Faculty Committee, under which he was doing his work, decided that in view of the fact he was a preacher, the facts should be suppressed, and the gentleman allowed to withdraw. He did withdraw. Then he came up this way. Yet this case was handled unofficially here and no official record has ever been filed to indicate that he is not now in good standing in this institution. Is this quite fair to our undergraduates and to the institutions to which these persons may later transfer? Perhaps a graduate court should be set up or perhaps we should insist on having regular courts intelligent and judicious enough in the opinion of our non-conformist professor to be trusted with graduate cases; but certainly something should be done to remedy what appears to be at best a rather loose system.

The present staff charged with disciplinary responsibility does not feel that it is its duty to put on gum shoes and seek to find cases in which it may use its authority. The members of the staff believe that action should be taken in all cases which directly affect the reputation of the University of Texas, each case being handled with the aim of serving the best interests of the institution and the mass of its students and also of serving the best interests of the unfortunate individual who is in trouble. We try to treat the offenders as far as we can like erring brothers and not like permanently diseased social outcasts. Many suspended students return and graduate with honor. Many of them are now loyal and worthwhile citizens working for the University and harboring no grudge because they were required to live up to the code of the institution. The average student wants a fair trial and he is sportsman enough to take his medicine when he knows it has been prescribed by impartial and personally sympathetic experts. In such cases the Discipline Committee has properly fulfilled its duty as an agency to train. The members of this body are all fine men and women who are rendering unselfishly an important service, and I am personally convinced that when they eventually retire from this work they feel that the time spent in this service has been no mean contribution to the progress and standing of the University.

**President Alderman:** We can spend fifteen minutes for the discussion of this paper. The floor is now open.

**Lancaster:** Mr. Chairman, Dean Moore might well have been Dean

of Men at the University of Alabama. We can duplicate, I think, every problem that he has told us about and, I think, he has discussed his problems in a most delightful way. I can say "amen" to everything that he has said.

He referred to Alabama just now. We have had our problems with students coming from other states. The crest of the wave, however, has passed Alabama and has struck Louisiana and, now, Texas.

There is just one thing I do want to emphasize. I know Dean Moore has stressed it. I want to say again that to my mind the most important problem that we have to handle in this whole question of discipline is the question of approach to the student. The greatest compliment that I ever had paid to me by a group of students was that I was a "straight shooter." I felt, myself, frequently, that my aim was bad. But there has been some impression made that I was a "straight shooter." I think the reason is that I have always tried to be perfectly frank with every student who was in trouble. I have tried to show such a student all of the factors that were involved, I have tried to point out what his conduct meant to the University, just how it would affect all of his fellow students. I have asked him then to put himself in my position and, almost with exception, he has agreed with me as to what should be done about the problem. The best friends that I have today in the State of Alabama are students with whom I have had some difficulty and whom I have been forced to discipline.

I think the idea of being perfectly frank with every student and never to be shocked by anything that he says or anything that he has done, is of vital importance. So, again I want to say "amen" to the procedures that Dean Moore has followed, and to thank him for this fine contribution.

**Findlay:** Mr. Chairman, if my memory does not fail me, about three, perhaps four years ago, at one of these meetings, Dean Dirks gave us a brief description of a special officer that was then employed by the DePauw University. His remarks at that time were extremely interesting to me. I wonder if you still have that special officer, Dean Dirks, for the general enforcement of University regulations, and if you have, will you bring us up to date on his activities?

**Dirks:** That was just before the depression. We do not have any such man now.

**Findlay:** Do you feel his absence from the campus is a distinct loss to your work?

**Dirks:** I don't believe that I do. Now we have a Disciplinary Committee, somewhat similar to the one described by Dean Moore; not as large as that, however. But we have on the Disciplinary Committee, in addition to the Deans and the President of the University, who always sits as chairman of the Disciplinary Committee in our school, one Junior girl, one Senior girl, one Junior boy and one Senior boy. The girls sit in when it is a girl that is up before the Committee, and the two boys



sit in if it is a boy before the Disciplinary Committee, and we have found that very effective.

In addition to that, each student may be represented by another student. This student is selected by our Student Council.

It used to be that the Dean of Men had to discipline all men and the Dean of Women all the women students, and that is not fair. We have found the new procedure very effective. And, just as Dean Moore stated, many of the cases are adjusted outside the Disciplinary Committee.

**President Alderman:** In order that we may have a variety of expressions, I am going to limit the discussion of each member to two minutes.

**Tolbert:** I am interested in what Dean Moore has had to say about the application of the Honor System. With us, at the University of Florida, the thing is going stronger than ever, and has relieved the Dean of Students, and the Disciplinary Committee of all cases having to do with stealing, cheating and passing bad checks. Every Spring, more than seventy-five students go out from the University of Florida to the various high schools in the State, and discuss with the high school Seniors the Honor System at the University, and then when they return in the Fall, the Honor Court, which is elected by the students, has a good deal to do with the activities of Freshmen Week, seeking to acquaint the Freshmen with and gain their support of the Honor System.

I would like to submit to you gentlemen a splendid opportunity for student activity in developing a sense of the responsibility of the student, for the general welfare of the University, in matters of this kind.

**Massey:** Mr. President, our new set-up pretty much duplicates Dean Moore's, and our experiences are just about the same.

**Williams:** In Dean Moore's interesting report, he dealt with offenses that, for the most part, would take drastic penalties. I would like to find from Dean Moore, or other men present, what minor infringements, mainly, I should say, dormitory infringements, do you have, and how long should you give minor penalties in that field before giving more drastic penalties or expulsion?

**Moore:** I will try to answer that question. We have many minor offenses. We have some minor penalties. Now, our penalties are admonition; a dressing down by the Dean of Student Life and Dean of Women; probation; and then, a tremendous leap from probation to suspension, and we haven't found any way to settle upon a middle ground, between probation and suspension. And then the death penalty—expulsion.

For our dormitory penalties, we give two warnings and then remove the student from the dormitory. That is because our dormitories are so few in number and are so desirable, that expulsion from the dormitory is sufficient deterrent—just the thought of it is sufficient.

With regard to the Honor System, I would like to say, Dean Tolbert, that we junked the Honor System some years ago, at the request of the students, led by the Y. M. C. A. leaders. We found we were simply whitewashed hypocrites. We were lying about having an Honor System.

We didn't have an Honor System. The Student Court was hard-boiled; it was just and fair, and it would punish every case presented, but ninety-eight out of a hundred brought up were reported by the faculty, and an Honor System in which the student won't report cases isn't an Honor System. We concluded that we are not particularly different from other human beings, in Texas, at least we don't think we are; but in order that there may be a properly functioning Honor System it seems to me we must have more than merely a statement from the student that "This institution is run on the 'Honor System'." You can't just say—"Johnny, Chango, Presto" and he is now an honorable student of the University of Texas, because that's still the same Johnny that came in from high school, where he got away with murder. Now, I used to be at an institution that prided itself on its Honor System. The Chancellor told me just a year ago that it was wobbling. I have even heard that the University of Virginia, the birthplace of the Honor System, isn't hitting on all sixteen. I think that the only institutions from which I have heard reports of absolute success are Washington and Lee, Princeton and Florida.

**Thompson (Nebr.):** Mr. Chairman, I am under the impression that they have a fairly successful Honor System at Princeton.

**Gauss:** I agree with everything Dean Moore has said, except about the Honor System. We have had an Honor System at Princeton now, I think for forty odd years. I want to say that it works, and I know that it works, and I resent the implication, even, that all of us who support Honor Systems are fooling ourselves or kidding ourselves along.

If you ask any undergraduate at Princeton whether he wanted to live under the Honor System, or go back to the Proctorial System, I don't believe you would find two who would be willing to go back to the Proctorial System, and they know what the Honor System means and what obligations it involves.

Our students are all sent a notice before they come to Princeton, by the students, and the Honor System is explained to them and, if they do not like it, they are asked not to come. After they are there they know they are under the Honor System, and we know it. And as many cases, or more—we have relatively few such cases—come to us through the students as come to us through the faculty. So I think you will find that if you've got your undergraduates at the point where they are willing to take the responsibility, you can have the Honor System. If they are unwilling to take the responsibility, of course you cannot. But I will say that our men are willing to take the responsibility and to shoulder it.

**Tolbert:** I quite agree with Dean Gauss. At the same time, I happen to agree with Dean Moore. I was raised under an Honor System, in a Military Institute, where it actually worked. But the main difficulty is that so many so-called honor systems have been put across on the students by some propaganda. Then it does not work. My only objection to the Honor System is that it is confined to so few things, things they must not do. It seems to have very little relation to the things they ought to do.

**President Alderman:** The Secretary has some announcements.

**Gardner:** I have a telegram which I shall read:

"Wishing you and the Conference great success. Expecting to arrive this afternoon." Signed by Harold J. Baily, Chairman of the National Interfraternity Conference.

The Secretary's Office has some bound copies of the minutes from 1931-35 for sale. The price is \$3.00.

Adjournment.

## **Annual Banquet**

**April 30, 1936, 7:00 P. M.**

The Annual Banquet was held in the Rose Garden, Bellevue-Stratford Hotel, Philadelphia, President Alderman presiding.

**President Alderman:** Some years ago when I was an undergraduate, I attended a meeting in the city of Pittsburgh. On that occasion, the Mayor of the City extended the greetings for the Municipality. I don't remember the words that he said, but I do remember the figure that he used. I suppose I remember that because it was a very congenial figure to me. He said something like this: "If you have ever pushed your own boat out into the waters of some shimmering lake at sunrise; and if you have then whipped the waters of that lake, throughout the hours of a sun-filled day, unsuccessfully, and if, as evening came on you had decided that you would make one more cast and then you would go home; and if, as you took that last cast, you felt the strike and heard the sing of the reel and knew that the battle was on; and then if, after the close of the struggle you were rewarded by lifting the speckled beauty over the side of the boat, and sitting back and admiring it—if you know how welcome that fish was on that occasion, you know how welcome you are to Pittsburgh."

There were implications in that figure that I didn't comprehend at the time, because of the seriousness with which he said it, and his sincerity.

I am certain that all of you Deans, and your wives, want me, on this occasion, to express our appreciation to the people of Drexel, who have made us feel just as welcome as the fish, ever since we have come to the city. Of course, one of our regrets is this evening that President Kolbe, who was with us all too short a time this morning, could not be here to-night, but I want Mrs. Kolbe to convey to him our appreciation of all that Drexel has done for us.

And then, I am certain you want me to say a word in appreciation of the arrangements and details for which Dean Stratton has been responsible, and that you wives want me to say the same thing for Mrs. Stratton, who is sitting at my extreme left. I think I have never seen the things better organized than they have been for this occasion.

When I came to think of the program for this evening, of course, inevitably my mind ran to, first, Dean Coulter, who has become an institution, a tradition, at this particular meeting; we just take him for grant-

ed and, I suppose, we will continue to take him for granted as long as he will come to us. And then my mind went, in the next place, to the other speaker of the evening, Dean Goodnight, who was the first President of the National Association of Deans and Advisers of Men. He probably didn't know that at the time. I think, as a matter of fact, he presided at a very informal meeting, held in Madison, Wisconsin, which was attended by six individuals. But in our records, he has gone down as the first President of the Association. Dean Goodnight is also the only living member of the Association who has been our President on two different occasions, for I think it was during the tenth year that he was also President. Dean Clark, I think, had that honor during the second and third years of the organization.

Some of us remember with a great deal of pleasure another meeting in which Dean Goodnight played a very important part. If I recall correctly, it was at the Fayetteville meeting. Apparently, he stood us as long as he could and then exploded, on a Saturday morning, saying some most unusual and unexpected things. I remember that during that particular session I was rooming with him and probably I was the most surprised of any of you because I had no notion that he had the cynical and uncharitable thoughts of his mind of which he delivered himself at that final session.

So, for several reasons, I say my mind went to Dean Goodnight as the second speaker of the evening. When I approached him about this, he wrote back several days later, in these words:

"Your flattering proposal has been the subject of much cogitation for a week. I have finally decided to accept and try, but what will come of it, goodness only knows. Be prepared for an outrageous job, with Stanley in reserve to save the evening."

Now, how seriously he took this appointment comes out in a later letter, where you can see how terribly he was worrying about it, and how hard he was working on his speech. Later, he said, "Honestly, I am completely jittery when I think of that speech of mine. I realize that it is an awful risk, and I am not sure, yet, that I won't wire my regrets at the last minute."

From that, of course, you may know that I was tremendously relieved when I arrived at this particular session and found him actually present at the table.

And, still later, in another letter, he said this: "I am in complete despair over my dinner speech. I have a note from Stanley Coulter, in which he adjures me not to let my cynical vein, or fondness for fun, run away with my good judgment and cause me to miss the opportunity to pump the Association full of idealism and inspirationalism. I have written Stanley that my judgment may be pretty rotten, but I think it is still good enough to prevent my attempting to compete with him in his own specialty."

And then I have in my possession two or three letters from Dean Coulter, which I think I shall continue to cherish, because they are ac-

tually in his own handwriting. When I sent out to the Executive Committee for suggestions, the replies that came back were just about as uniform as were the replies to Dean Turner's questionnaire, with one exception. Everyone wanted Dean Coulter as our dinner speaker—and if this gives him any satisfaction, as I am certain it will us—I am going to read two or three of these suggestions. One ran as follows:

"There is only one Dean Coulter. For my own part, I should find it a pleasure and an inspiration to listen to him again." And another one wrote: "Bring in Stanley Coulter, by all means, if his health permits. He is our grand old chief, and I know that the men would rather listen to him express the same old ideas in his appealing way which, after all, is new each time, than to listen to the most gifted orator you could bring in from without."

That reference to Dean Coulter's saying the same things reminded me of the story of the Professor who was starting to tell a story before his class. He got well into it and stopped rather short and said, "Have I told you this story before?" They all broke out in a unanimous chorus "Yes." To which he said, "Well, perhaps you will understand it this time." It may be that Dean Coulter has been saying somewhat the same thing to us, year after year, but I am certain that all of us have not fully comprehended and applied that message, so we shall be glad to hear it again.

As I say, Dean Coulter responded, in his own characteristic way, to this invitation. He said, in one of his letters, "As the years overtake me, I am fearing that the time will come when even the Deans will say, 'He is breaking.' Or again, 'Perhaps even the old gun still has an effective charge.' At any rate, I am vain enough to fall for your invitation."

Goodnight and Coulter seem to have been on each other's minds just a little in this regard, when they found out they were to be the two speakers. Dean Coulter refers to Goodnight by saying, "He's a fine running mate." And then this, and I read it in part, because it does make mention of Mrs. Coulter, in whom we are always interested and to whom we send our most affectionate greetings, Dean Coulter: "Mrs. Coulter and I have pulled through the winter very comfortably, holed in when it was sub-zero, and kept off the streets when they were ice-covered. The 1853 and the 1856 models are still traveling on all cylinders, tho our headlights are dimming."

I don't know what anyone can say by the way of presenting these two individuals to you, that is, anything adequate. I don't know what I should say if I were called upon to present the Equator, or if I were called upon to introduce the Empire State Building, or the Aurora Borealis, or something of that sort. And so I am simply going to present Dean Goodnight at this time and following a custom which I think is increasing in vogue, I am going to ask him, in his concluding remarks, to finish the presentation of Dean Coulter.

Dean Goodnight, the first President of the Association, the only living Dean who has been our President on two occasions.

## DEAN SCOTT H. GOODNIGHT

University of Wisconsin

Mr. President, Ladies and Gentlemen: An after-dinner speaker has been defined as a conceited chap who goes to a public banquet, eats a lot of food he doesn't want, then rises and speaks long and laboriously, on a subject he doesn't understand, to a lot of people who would much rather be doing anything else than listen to him.

I aspire to put heavy reverse English on that definition this evening. The brilliance and distinction of the audience I am addressing inspires in me a becoming humility. I haven't eaten a thing I didn't want, and I shall not labor long. I shall bear in mind the humiliating experience of the orator at the Yale Alumni Reunion who averred that the "Y" in Yale stood for Youth, and for thirty minutes he apostrophized its glories. "A," he said, was for achievement, and that took another thirty minutes. The "L" stood for Loyalty, and for forty-five minutes he extolled the glories of Yale loyalty. Whereupon, some chap in the back part of the room rose and said, "Sir, thank God you are not representing the Massachusetts Institute of Technology."

That bright young Western college President, Wriston, of Lawrence, who gave a recent session of the Interfraternity Conference a laugh by declaring that Mortgage Row had now become Foreclosure Avenue, recently referred in an article in Banta's Greek Exchange to the four nationalities which people the British Isles as "the Englishman who loves his Bible and his beer, the Scotchman who keeps the Sabbath and everything else he can get his hands on, the Welshman who prays on Sunday and on his neighbors the rest of the week, and the Irishman who doesn't quite know what he wants but is certain he'll never be happy until he gets it." And as I read it I said to myself, "Behold, what an analogy there is, my friends, to certain outstanding figures in this Association of ours." The Dean who loves his Bible and his beer? Why, it is none other than our good old friend, Floyd Fields, of Georgia Tech. God bless him, I wish he were here. Whom his students, as I learn on the q.t., have affectionately dubbed "The Great White Father." The Dean who keeps the Sabbath—and everything else he can get his fingers on? Why that is, of course, our plutocratic friend, Joe Bursley, out at Michigan. Joe still has the first nickel he ever got, and the last one, and most of those in between—with the notable exception, however, of a goodly number that Vic Moore and Don Gardner pried loose from him in a poker game at the Arkansas meeting. The Deans who pray on Sunday and on the rest of us the rest of the week—Lobdell, with that confounded question Box of his! And the Dean who isn't quite sure of what this Association needs and wants, but who is perfectly positive that he is never going to be happy until we get it: good old Jimmie Armstrong, up in Northwestern. By the Saints, it was a schwell Christmas letter, Jimmie, and it's more of the same koind we'll be wantin' anither toime.

When President Bill Alderman wrote me sometime ago inviting me to grace this occasion with a few highly inappropriate post-prandial observations, he suggested I give free rein to my critical faculties and also to my sadistic inclinations; that I attack the program of this meeting and tear it to shreds. Now, I suppose Bill wants his presidential regime made memorable by some turbulent experience of some sort, and he concluded that a chap from the academic storm-center of the United States ought to be able to start a row at the drop of a hat.

Well, there is some room for the suspicion, Bill. We don't often win a game, but, oh boy, how we do crash the headlines. However, to come back to Bill himself, you know he came from Wisconsin originally. He got as far away as Beloit and, after perching there a few years, fled still further south, and I suppose than now in the peace and seclusion and retirement of his quiet retreat down in Southern Ohio, he concludes that Wisconsin is a swell place to come from. And the better they are, the sooner they come. Well, there is one thing I'll grant you, Bill; if you can't take it, Wisconsin is no place for you.

But to return to Bill's suggestion that I attack the program. It is manifestly an impractical proposal, for the very obvious reason that a good deal of this program is yet in the lap of the gods. I haven't the faintest notion what some of you are going to perpetrate on the long-suffering rest of us tomorrow and day after, and I don't know why I should rack and strain this poor thing that passes with me for a mind in attempting to anticipate it. It will be bad enough when I have to find out, I suppose.

And then, there is another reason why I should not like to attack the program and that is because there is always some sensitive soul around who leaves his feelings all exposed and gets them hurt and, of course, I wouldn't be guilty of that for anything in the world. I have made up my mind that, whatever else I may do on this occasion, I must avoid personalities. Generalities, trivialities, and convivialities, if you please, but not personalities.

However, by way of a generality, one might revert to the program of last year and observe in passing that this Association probably set an all-time and all-American record for paucity of achievement in its business session of last year. May I remind you, very briefly of the things that were accomplished? The first thing we did was to accept a perfectly swell invitation to have this Association represented at the 75th Anniversary of Louisiana State University, to be celebrated later in the year, and we very cannily appointed Major Cole, who would be on the ground anyway, to do the representing. So that didn't cost us anything.

Then we heard the Treasurer's Report, showing a balance of \$450.00 in the treasury. Well, certainly nobody could criticise us for that. Next, we accepted a lot of perfectly swell resolutions of thanks and appreciation of the gracious hospitality of our Louisiana hosts, and although they were full of seventy-five dollar words, I learned from those who were "in

the know" that they were put in by that master of frothy verbiage, Stephens, of Washington, and they, likewise, didn't cost us anything.

Then we had a long paper, and a ditto long discussion of the FERA. Whereupon, this Association boldly adopted this resolution,—“Instructing”—and I read verbatim—“Instructing our President to write to the proper person and express the sentiments of the members of this Association relative to the FERA.” Now, that was a bold stroke; I don't know whether Prexy Alderman ever carried out that instruction, or not. I shouldn't blame him if he hadn't, for after having observed the ebullitions of the alphabetical soup in recent months, I have come to doubt that—saving the presence of our former colleague, Waugh, here—there are any proper persons connected therewith to whom one might write.

Then we had the report of the Committee on Honorary Fraternities. The Committee reported no progress, and recommended that we ask Carnegie for some money. Well, we very promptly seconded and adopted the report, but nobody seemed to inquire what the money was for, so I am driven to the conclusion that Joe Park and his hard-working boys concluded they ought to have a little remuneration for their diligence.

And then there was a Committee on Preparation for the Work of the Dean of Men. That Committee likewise reported no progress, asked that action be deferred and recommended that the Committee be enlarged. Now they weren't quite as smart as the other committee—they might have recommended that we ask Rockefeller for some money and we would have been just as willing to vote that, I am sure.

Then the Editorial Committee came along and the chairman of that Committee cajoled us into taxing ourselves from a dollar to a dollar and a quarter a head to pay for some *magnum opus* that is yet in the limbo of the things that are to be. Jimmie, I haven't the slightest idea what that book was to be about, but I want my copy before I die.

Now, the only committee whose work met with any acclaim whatsoever was that of the committee which is chairmanned by the astute Mr. Bursley, and of which your humble servant was also a member, whose arduous duties consisted entirely and exclusively in receiving invitations for this Association meeting, and in accepting the invitation from Drexel University. And so boundless was your enthusiasm with regard to a committee which had actually done its job that you voted unanimously to retain us in office for three years more.

Now, that raises in my mind a query with regard to the advisability of this long tenure of office, which is coming to be the practice of our Association. My strictures don't apply, of course, to the presidency. There we elect for one year only. So, regardless of how poor a choice we make, we can always be consoled by the reflection that he can't possibly spoil more than one meeting. But I am wondering about these self-perpetuating secretaryships. What would happen to this Association if we should get a man into the office who suffers from perennial attacks of that most virulent of all diseases known to modern science as *Princetonitis malignans*? I think I shall recommend that a really modest Californian, if you know



what I mean, be appointed to that office. Now, of course, he would have to be inducted into office with a full comprehension of the utter futility of any attempt on his part to sell the members of this Association on either California climate or Los Angeles real estate, because he would understand, as I am sure we all do, that we are all under contract, each and every one of us, to retire when our retiring time comes, to that communal paradise farm, for which Ripley is now searching in the Ozarks. And how we yearn with eager anticipation for that reunion, for the simple rustic life, replete with pastoral pleasures and bucolic joys that will be ours in that idyllic spot! To hear the dulcet tones of Tolbert as he calls the wayward razorbacks from the field; to see Moore, and Otis and Findlay, those fellows from the great Southwestern wide open spaces, herd the cattle home in true cowboy style at night; to see Fisher as Farm Superintendent, instructing Lancaster and Manchester in the complicated use of the modern milking machine; to behold Fred Turner in a ten-gallon hat, with one gallus at half-mast, plowing corn with a one-mule team; to see Thompson of Nebraska, Helser of Iowa and Heckel of Missouri battling for supremacy in their corn-husking championship; and to see Metzger and Massey dance a hoedown at the Saturday night barn dance. Whoopee, brothers, keep alive; life begins at sixty-five.

Caesar's Gaul was divided into parts three, but mine, on this occasion, has only two, the impersonal remarks, to which you have just listened, and a latter portion, in which I expect to become quite personal in my observations, because through the courtesy of Presiden Alderman, it now becomes my happy privilege to present to you our Happy Warrior, that Gamaliel to sit at whose feet we all gladly undertake a trek half way across the continent every year. It would be not only gratuitous but highly ungracious in me to attempt to expound to you his splendid gifts as a speaker and his rare qualities as a man, as a personal friend, as a Dean and as a member plenipotentiary and extraordinary of this Association.

One point only I might make in passing, and that is that among all those many fine qualities which we revere and admire in him, I think the one that strikes me most forcibly is that Olympian, Jove-like serenity and detachment of his, at times when the blood pressure of all those round about him is rising rapidly. With apologies to a well-known rhymester for the following stanza:

“When men are calling names and making faces  
And all the world's a jangle and a jar—  
He meditates on interstellar spaces  
And smokes a mild cigar.”

And when two deans cross swords in battle manly,  
And each gets *beaucoup* venom off his chest,  
The atmosphere is tense and vibrant—Stanley  
Drops ashes on his vest.

And when discussion rages over "hell week"  
 Or any other old familiar bogey,  
 On which as past grand master he might well speak—  
 He lights a stogey.

But when he speaks, with eyes half closed, but seeing  
 The vision bright of spiritual things,  
 And stirs our minds and hearts and inmost being—  
 Our strife takes wings;

Idealism reigns, and exaltation,  
 Faith, hope and high resolve arise to greet us.  
 I give you Stanley Coulter, deans of the nation,  
 Our "emmereetus."

DEAN EMERITUS STANLEY E. COULTER

Purdue University

Mr. President, Fellow Deans, Ladies and Gentlemen: May I express my thanks to Dean Goodnight for not "kidding" me, as is his want, and also to President Alderman for his gracious introduction. Half of the pleasant things these gentlemen have said are not true—they know it and I know it—but I like it just the same.

It would be impossible to find words which would adequately convey to you my deep appreciation of your cordial greeting, and though I realize it was more for the years that have overtaken me, than for any deeds I may have done, still it warmed my heart, and I liked it.

Of course, after Dean Goodnight's brilliant and corruscating speech, so shot through with fine irony, when he even went, under umbrage, ours shades of the first few similes—say, am I getting some of those words right, Scott. You will expect nothing except that which is commonplace from me. In fact, I am rather distressed and nervous, about myself at any rate. My eyes have been bad for a good while, so I have been excusing myself for neglecting duty. But last Tuesday I undertook to have my secretary pull out the various proceedings of this Association, and I gave the poor soul the task of reading the last three or four of my address to me and, really, I became convinced that I had said very much the same thing, very many times. But I rather hoped, because of the way in which you received it, that, like the Methodist preacher when he repeated his sermon, I was able to holler in a different place. So that you wouldn't recognize the fact.

When I look over this assembly and think of the first little group that gathered together in Wisconsin and, afterward, at Illinois, it is a revelation to me of how a high earnestness of spirit and zeal for things that are

infinitely worth while can accomplish even in a country such as America, a country of wide spaces; when I go further back and think of the simple days in which many of us were in college, certainly of the extremely simple days in which many of us were in college, certainly of the extremely simple days in which I was in college, I begin to wonder whether or not education has advanced, or civilization has retrograded, or what has happened that things are so different from that which we knew when we were in college. Indeed, I am inclined to think, in passing, that we have lost something in these days, lost something that is infinitely worthwhile, and that ever since we began to have new educational ideals, we began to lose the real heart of the matter. I am wondering at times whether or not, in our universities, we realize that if there is a lost man anywhere, it is the student. For the university is not a mechanism, it is not an institution where straight line production is to be demonstrated, it is a place where, in some sort of way, young men and young women are to be introduced to themselves, where they are to catch the idea in some sort of fashion, of how splendid a thing life may be if it is lived up to its highest possibilities; that they may, in some way or other, through us or through some other agencies, catch the vision of life and hear the clarion call of duty.

We come together and find ourselves rather satisfied with ourselves. We recite our achievements, we describe our records, our methods of keeping them and of checking up on our students, even though they have disappeared for years, so that when they come back we turn to the card and say, "We begin at this place, and go from there," forgetting the man may have grown in the meantime, but knowing very well that we have not grown in the meantime.

I sometimes wonder whether or not we are not even mechanizing the office of Dean. Because when these universities of ours grew great, and when the complications and the complexities of the machinery grew more and more evident and dominant, then it became necessary that a new office should be created, an office that should restore the human element to the modern thing we call the university and college. Have you ever stopped to think, those of you who are gray-haired, if you have any hair to be gray, that when you were in college you did occasionally come in touch with a ranking professor? You did, occasionally, feel the inspiration not only of his mentality but of his honesty and integrity and spirituality, of his eagerness that you should make the best of the life that was before you. You came in contact with such men and you come now to the modern university, with its thousands of students, and hundreds upon hundreds of those young men and women who gather in those halls can go through to their Junior year and never meet a human being above the rank of assistant.

I have found them in my own university, and I have seen how life has been paralyzed because of that. Now there, you see, is where the Dean comes in. He is the humanizing element, he is the one man whose business it is to recognize that the university is built primarily for students,

that the size of the university doesn't count, that the professors do not count very much, but that the student counts immensely. We sometimes forget, also, that in dealing with these students, that the subjects we teach are tools that have been discovered to develop his life most symmetrically, most fully, most certainly. We have substituted for that, teaching courses as an end, instead of a tool. You teach mathematics, not that every student that passes through your classes may be a trained mathematician but it develops the power of logical thinking; you teach English not that everyone may appreciate the minor works and compare intelligently and esthetically the various poets, and the various dramatists of the world, but you train him in order that he may have instinctive appreciation of the finest and best in literature and art. It is a toll, it is not an end. It is not that you make a writer of him, not that you make an author of him, but it is that you introduce him to something fine that lies within his grasp, which he may seize and with it, make his life better and truer and more beautiful.

In that way, it seems to me, we have lost a good deal of the personality that ought to radiate throughout an entire college. Personality running from the professors into the student mass, from the student mass back into the professors, until out of the interchange of spirits, out of the clash of minds, out, perhaps, of some of the confusions there may come what we hope our modern education will develop—men who are strong enough, who are brave enough, who are clear-eyed enough not merely to see the problems of the day but to meet them manfully and to fight them courageously.

No. The old days had something that was of rare value. I can remember, at this time one professor above all the professors in that little college. He was not the greatest intellectually, not at all. But he was the greatest spiritually, he was the greatest in his affection for the students, the greatest in his self-sacrifice to help them and, through the years that followed, all those classes from that time on have risen up to call his memory blessed. There were teachers of that kind in those days. And as we were losing them in these great, complex institutions we have built, we introduce men that we call Deans of Men. We call them Advisers of Men because we realize vaguely that something has gone out of our university that was infinitely fine, that was infinitely worthwhile, and we strove to bring it back. Of course, it was an impossible task to put upon one man. Then, I sometimes think, that after we had created the office of the Dean of Men, the Dean of Men may have become, perhaps, a little bit mechanized. He may have gone after strange gods, instead of trying to develop into men, he is trying and has tried to develop the card system; instead of trying to awaken inspiration for a true and fine life, he was tried to perfect a system of records that shall be a model for all beings. I have been in deans' offices where I have seen tons, actually tons of daily absence reports, taking the time of two or three beings, created in the image of God, to file them in the right place. Now what under heaven's name is that for? And so I say that I sometimes am afraid the Deans

of Men have become mechanized. Some of them haven't built that way, however.

You may remember Dwight Morrow found out in his life that in dealing with great diplomatic problems, in his Mexican work, in his work on the Disarmament Conferences, in his work immediately following and preceding America's entrance into the war, he said he found that credulity, an attitude of credulity won more than an attitude of suspicion. And it seems to me that that is basic in the true dean of men. A man who goes into one of these universities of ours, who is willing to take upon himself the task of the Deanship, he is one who must have a profound and deep-seated and ineradicable faith and belief in youth. If the cynical, suspicious attitude is a part of his intellectual make-up, he will fail as a Dean of Men. He may run a wonderful Intelligence Department, where any official of the university can come in and find out who Johnny Smith's grandmother's second cousin married, find out anything that is absolutely worthless, but nothing on any one of those cards will tell him anything about John Smith. He has never reached the heart of the man, never reached the soul of the man, he has never made him see life in a different way, in a more hopeful way, in a more courageous way.

Yes, we have been boasting of what we have done, telling how successful this measure has been. But they are little things, aren't them? In the great scheme of things as the years unroll, and as our lives unfold in those unrolling years, they bulk very small. There are two lines in a little poem, not a very good poem, that came into my mind in the later years of my Deanship that were with me every day, and have been with me, I think, every day since, when I think back over my Deanship days. They run something like this:

I never cut my neighbor's throat;  
My neighbor's gold I never stole.  
I never spoiled my neighbor's lands,  
But God have mercy on my soul—  
For I am haunted night and day  
By all the deeds I have not done,  
Oh, unattempted loveliness,  
Oh, costly valor never won.

That's the feeling that you and I ought to have, in view of the magnitude of the task that we are given to do. As I said, it is nearly an impossible task, almost an impossible task, and yet, after all, you know just as well as I know that there is nothing that so appeals to young manhood and young womanhood as the life of an instructor, of a professor, yea, even a Dean, that rings true, that stands four square against every wind that blows. That's what gives us power. It isn't those card catalogues. It isn't those futile filing cases. I've got some in my office now. I feel I ought to put on a dress suit when I go there, the cabinet is so fine and

the desk is so fine. Unfortunately, it is not as Dean of Men that I am thus equipped. I have been given a position in which I have nothing to do except look ornamental, and I do nothing admirably, and you can see from my decorations how ornamental I can look when I try. These ornaments, however, do not represent a political brawl, neither do they represent domestic infelicity. They simply indicate the idea of a physician that he could make me a little more pulchritudinous if he could do a little work with the corner of my eye, and I forgot to take off the sticker, and it is here. That is my apology for appearing in this overdress as to my face.

I have gone thus far in this matter of the Dean because I do honestly feel, men, that we are at the danger point now. We are doing some fine things, doing them so finely that we are being appealed to from so many quarters for our opinions and views upon this and that and the other educational problem, that we must guard ourselves very carefully that we do not miss the heart of the whole matter, and that is what seems to be the one danger. I think we will outgrow this mechanism. I think we will all come to the day when we will burn a great many of these cards of ours and forget that we were ever foolish enough to print them. I think that will happen, because we will grow in spite of ourselves. We have tied ourselves down a little; all we have got to do is to let go, as the song says—"Let yourself go." That's all you've got to do. But what we want to do, in the first place—and I am going to talk frankly, because my friend Scott didn't skin us as I thought he would—the first thing that we have to do is to make the student realize that his life depends upon himself. Utterly and completely. You can not do anything for a student to make a man of him. But you can do a tremendous lot with him, to make a man of him, if you know how to work with a man. And the only way in which you can work with a man is to let him see as you are talking with him. as you have your casual interviews with him or your purposeful interviews with him, that the one thought in your mind is that he shall make the most of himself. That he shall have the idea of how fine a thing life is, that he shall catch the idea of what a splendid adventure it is, how it calls for courage, how it calls for service, how it calls for sacrifice, how it brings out every drop of red blood in a man's veins. Have him catch the idea in some sort of way, not by word of mouth, because I am not inclined to think that you can teach moralities, or integrities or decencies by word of mouth; I am inclined to think that that cannot be done in that way, else we would have had textbooks world without end, telling us how to do it. But let him see, on the other hand, that it is a tremendously easy thing for a man to be a loafer, it is tremendously easy for a man to be a ne'er-do-well, for him to fail in his studies, for him to fail in business, and, most tragic of all, for him to fail in the greatest mission ever given him, to make a man of himself. In some way, that can radiate from you to the student; in some way they will feel your friendliness, they will feel that you are not talking with them in order that you may punish them, in order that you may show your authority, but only in order

that they may make a brilliant and splendid thing out of this thing we call life.

It is infinitely worth it. The student will come to us sometimes and say he is getting tired, and this is a monotonous sort of thing, this student life, and he would like to get out into business. True. Youth is restless. Youth ought to be restless, it is a good thing for the world that it is. But there is a certain amount of stability that is necessary, and in some way or other, we must get instilled the thought of life into the student. "Forenoon, and afternoon, and night! Forenoon, and afternoon, and night. Forenoon, and—what." The corrupt song repeats itself. No more. Yea, that is life; make this forenoon sublime. This afternoon a preacher, this night a prayer, and time is conquered, and thy crown is won."

You can put pictures of that kind before your students. Of course, you say they will call it "goody talk" and all that. No they will not. They may say it among their fellows, but in their heart of hearts, it sinks deep and lasts long. Some of you will begin receiving, if you have not already received, letters coming from students twenty, twenty-five, thirty years ago, perhaps more than that, in which they say—"You said something on such and such an occasion when you were talking with me which has changed my whole life." You will get letters of that kind. No Dean can escape them if he is a Dean. If he is simply a cog in the educational complex of our modern educational system, he will not get them, because he has not sensed his problem, he has not encouraged the idea. There is a lost man in the university and that man is the student.

We had a professor at one time, and Irishman, one of the best professors we had, but he was apt, like certain Irishmen are, to be rather hot-headed, and he did not believe very much in the student being the center of the university. He believed that in his department at least, he was IT and very much IT. One day when he was imposing a certain task upon the class, one of the students asked him, "Professor, but what about the rights of the students?" And the professor said, "Look here, Freshmen in this university have no rights, and damn few privileges." Well now, that, you know, is the thought in a good many universities, that students have no rights, and very few privileges.

Now that is what I am pleading for tonight. I am pleading for re-discovery of the student, pleading for the rediscovery of the fact that we are not so much to make mathematicians of those students, or to make chemists of those students, to make biologists of them, to make authors of them, but to make men and women of them, who know their powers, who have been trained in their youths and who, though they may forget every textbook they ever pursued, who though they may forget every lecture which you gave, still have that training which they can never lose. I committed all the mathematics that I passed in, when I was in college because some way or other, I did not like mathematics, and yet, by virtue of that committing I got out of mathematics, I think, just about all it had in store for me. And that was that it was the best training ever in-

vented to develop the habit of logical, consecutive thought from one point to another point, until we reached an inevitable conclusion. And since then, forgetting all my mathematics, all unwittingly perhaps, my thinking has attempted to follow that line, from fact to fact to inevitable conclusion. And so you may take every one of the subjects. We have lost sight of the fact that the subjects we are teaching are not ends in themselves, but that they are only tools that we may make these thousands of young men and women into a mighty, conquering army, that will confront the evils of the day, the hysterias of the day, the madresses of the day, with a calm, with an ruffled front, and going to the real heart of the matter, meet those difficulties as only men and women can meet them.

Deans of Men, don't you see, don't you see that to be a Dean of Men is not a title, that to be a Dean of Men is not merely an administrative position, that to be a Dean of Men does not mean even additional recognition by your fellows. To be a Dean of Men means to be a human being, eager to help other human beings, to be a man or a woman, credulous of youth, believing in the essential purity of youth, believing in the essential honesty of youth, believing in the essential decencies and integrities of youth, not suspicious; not suspicious but seeing those things, trying to bring them out by all the art, by all the skill which the years may have given them.

I think the greatest thing that you can do—and I think I have said this every time I have spoken, and I presume if I speak very many times more I will say it over again—that the greatest thing that you can do is to put a new purpose into the life of the students with whom you come in contact. I remember when I was principal of a high school. One of the most brilliant students that I had in school came to me and said—"I am not going to college." I arranged for him to go to college, but he said, "I am not going to college. I am going to work with so and so at the hardware store, and he is going to start me at twelve dollars a week." I said, "You are not going to do anything of the kind, because if you start with that man at twelve dollars a week, in ten years from now you will probably be getting fifteen dollars a week, but not much more, if he runs true to form. What you are going to do is forget that twelve dollars and go to college." Well, with his father and his mother and older brother with whom I had a good deal of influence, between the four of us we sent the young man to college, or he went. It wasn't very long after after getting into the little school which he entered that he began to find himself, and to find higher ambitions than those which had entered his mind as a high school student. A few years and he was in Congress, staying there term after term, doing service to his country.

That is what you do as Deans of Men. That is what you do. Why, don't you see, if you take a single man and make him find himself, you have thrown a force into the world that may count mightily.

And so I am speaking as I always have spoken, glad of the fact that I have been a Dean of Men, glad of the fact that I have had the opportunity to attempt, in some sort of way, to make the path of the young a



little easier, to make the road a little more clearly marked, to make the ambitions a little higher, to make the ideal a little more alluring and compelling in order that, in youth, in those days of ideals and vision, youth might have the vision glorious, a life which in its closing years would bring nothing but a feeling of satisfaction that it was a record of work done squarely and unwasted days. Those of us who have found it good to be young, find it good to be old, and I can certify to the truth of that. I glorified in youth and I glory in age. And as I am giving these rather scattered words to you, repetitions perhaps of what I have said in earlier times, yet perhaps in a little different way, I almost feel like saying—"Come, grow old with me, the best is yet to be, for which the first was made." God planned a "perfect whole, not a part." And so, looking perhaps for the last time at this group of men, and women, so dear to me. You know, I like to come here; I like to meet you. I like to meet you tremendously because, I think, to most of you, to a certain extent, has come a realization of how I may count in this thing we call life, how I may use my days, not only for my own credit, not only for my own self-renown but that because of me, others may also live these true lives. And that I may so live that when men think of me they think of me as one who has given to them their inspiration, their first vision of the fact that they, in truth, were architects of their own fortune, that through me had come to them their clear vision of life, that through me had come to them their sense of duty and responsibility.

Men and women, it is a great and glorious thing to have such work committed to your hands. Perfectly glorious. But it would be tragic, infinitely tragic, if any of us failed to realize its greatness, its true import, its significance that runs not only through the college years of the student life but through all the years of his life and through eternity. *Morituri salutamus te!*

**President Alderman:** Some eight or ten years ago, on a beautiful June morning, the Aldermans found themselves at Pasadena, with their good friends Professor and Mrs. Waugh, whom you know, at Southern California, waiting our turn to go up Mount Wilson, and then when our time came and the traffic could move, we found ourselves crawling back and forth, up the side of that mountain. The road of course, as many of you know, a succession of washboards and hairpins and horseshoes, and we wound back and forth for eighteen miles in order to achieve the elevation of one mile. And then, there we were, on the top of the mountain, Mount Wilson. And below us, in the valley, were some seventy or eighty villages but from the prospect of Mount Wilson you couldn't tell where Altadena, or Redondo, or Venice, or Los Angeles, or Pasadena or San Moreno or any of the rest of them began or ended. Those things that seemed very significant to us when we were walking down in the streets of these villages, were quite obliterated by the distance between them and us. And that was not all. There was, on the top of the mountain, the largest reflecting telescope in the world, pointing the way still higher to the mysteries of a million stars.

And again, Dean Coulter, you have taken us up into the mountain, you have made us forget many of the significant and trivial things which at times seemed so important to us, and you have again pointed the way to those mysteries of human life and human experience, and your name shall continue to be blessed with us.

**FRIDAY MORNING SESSION****May 1, 1936**

**President Alderman:** I am certain that with our distinguished visitors on the program this morning, we are to have an interesting session. As Deans of Men, we are so much interested in and responsible for student loans, that it seemed quite desirable to bring in some one who had much to do with the administration of certain student funds, and so we have asked Dr. Harold McAfee Robinson, who is General Secretary, Board of Christian Education of the Presbyterian Church in the United States to come and talk about this particular phase of the work, which centers in his office here in Philadelphia. Dr. Robinson.

**Administration of Student Loans****H. A. ROBINSON**

I have been asked to open an informal discussion on the Administration of Student Loans by the Board of Christian Education of the Presbyterian Church in the United States of America. Such loans are at present administered by the Board of Christian Education only to candidates for the ministry and other forms of whole time Christian service who are students in colleges and universities recognized by national or regional accrediting agencies, theological seminaries, and schools of Religious Education. These loans are direct loans to such students and are entirely independent of aid granted them by the institutions in which they are studying, or financial assistance given to such institutions by the Board of Christian Education.

It is a well-known fact that not only those colleges that are now recognized as church-related but many colleges and universities in the United States owe their origin directly or indirectly to organized religious bodies. In an article by H. W. Widener of the University of Buffalo on "The College in a Pecuniary Culture" in the April Number of "The Educational Record," there occurs the following paragraph:

"It only remains to recall to mind the fact that many of the colleges and universities of the United States originally either admittedly as denominational colleges or as colleges closely related to organized religious bodies. While today this historic relationship may be half forgotten by the colleges, its significance is everywhere felt. And to the extent that the aberrant forces of a cash civilization have destroyed their former religious bent and purposes, the colleges have lost a guiding point of view in ethics and educational philosophy. If they cannot return to this former position, they must replace it with something having the tentative working force of a new decalogue. Not to recognize this fact is to drift aimlessly with the unsettled times, moving further and further into an indefensible position, which no sane man ever expected to occupy or intended to try to justify on rational grounds of social service and democratic ideals."

Against this background the history of the specific activity of the Church in making grants or gifts to candidates for the ministry may be briefly reviewed in the words of Dr. R. W. Ogan, who made a research study of the administration of the Rotary Loan program of the Board of Christian Education:

"One of the first and most used forms of direct student aid in the United States was that of beneficiary grants or gifts to pious and indigent students in preparation for the Gospel Ministry. This method of aiding students was used extensively by the education societies which began to organize during the first quarter of the 19th century. These societies increased in number with remarkable rapidity. The American Education Society which was organized in 1815 had associated with it 23 years later 63 branch societies east of the Mississippi River and north of the southern boundary of Tennessee; of these 63 societies, 41 were organized during the five year period ending in 1834. Several other major organizations were formed, each one building up its auxiliary branches. In 1825, for example, the Minutes of the General Assembly of the Presbyterian Church in the United States of America, reported more than 45 administrative units engaged in aiding candidates for the Presbyterian ministry. The Board of Education of the Presbyterian Church in the United States of America organized in 1819 with the sole function as student aid. J. B. Sears in his 'History of Philanthropy in Higher Education' shows that in 1829-1831 one-fourth to one-sixth of all theological students in the United States were beneficiaries of these societies.

"As indicated above these education societies had much in common as to function and method of work. The American Education Society was organized in 1815 as 'The Ministry'. The organization in the beginning was sponsored by the Congregational and Presbyterian Churches. The Board of Education of the Presbyterian Churches, organized in 1819 and as its primary function for 29 years . . . to aid such presbyteries and associations in educating youth for the gospel ministry, both in their academic and theological course. This function has never been abandoned. The method of aid by the Board of Education was that of a direct gift or grant to the student.

"Doubtless the experience of the Board of Education is substantially similar to that of other agencies of the day which were administering student aid. By the middle of the 19th century the Presbyterian Church had centered the administration of student aid in the Board of Education, with the presbyteries remaining responsible for declaring the eligibility of a Candidate for aid. The Board held the funds and was officially responsible for its policies to the General Assembly, the major legislative body of the same church. The power of selection of beneficiaries continued to reside chiefly in the presbyteries. However, in view of this centralization of the numerous student aid programs of the Presbyterian Church, the Board of Education became one of the major student aid organizations of the day. This fact adds significance to the study of its policies and experience.

"The Presbyterian Church established the beneficiary grant type of student aid and continued to use it for three-quarters of a century."

It is impossible to review the whole history of the Church in the exercise of this important and difficult functions. In the year 1930 the Board of Christian Education began a re-study of its whole function in

this field with a view to the revision of its policy. It called into council representatives of the Board of Education of other Presbyterian and Reformed Churches and in 1932 adopted the following general principles upon which rules for the governing of loans to candidates for whole time Christian service were to be based:

1. That applicants for aid, in the first instance, be approved to the Board of Christian Education by the Presbyteries, on the basis of vocational fitness and need as revealed by a written report on a form approved by the General Assembly.
2. That such aid be in the form of loans, cancellable upon the completion of a satisfactory term of acceptable service in any church of the Presbyterian and Reformed Group, but becoming immediately due upon the applicant's withdrawal from the course of study in consideration of which the loan was granted, or immediately payable upon the applicant's withdrawal from the service in preparation for which the loan was granted if the loan has not already been cancelled in view of a satisfactory term of service.
3. That the amount of loan granted to any applicant be adjusted in each case to the minimum expense in the institution he attends, to his personal resources, and to other grants-in-aid which he receives. In no case shall a loan be made so that the total grants-in-aid received by the applicant will exceed 50% of such minimum expense. (By grant-in-aid is meant a gift or loan from an institution such as a college, seminary, university, board or foundation.)
4. That a renewal application for a loan shall in each case be accompanied by a written report, partly filled in by the applicant and partly by an officer of the institution which the applicant is attending, designed to reveal whether or not the applicant shows an improved vocational fitness, earnest efforts in self-help, and a continued need, and the evidence that the applicant has satisfactorily completed during the next preceding year a service assignment under the supervision of the institution and the Board of Christian Education. Such a renewal application must be approved by the respective Presbytery.

Such rules were formulated, approved by the General Assembly in 1933, and have been in operation since that time.

**President Alderman:** Thank you very much, Dr. Robinson.

Now, you have been asked two or three questions by the speaker, and doubtless, others have occurred to you that you will want to ask him. The question is now open for discussion.

**Arnold:** I should like to ask whether you have any rules concerning the maximum amount that you loan to a candidate, or the maximum amount that you loan in any one year. I understand, from what you say, that the paying of the interest begins immediately with the making of the loans. Is that true?

**Dr. Robinson:** That is true. And at present, we are operating with a maximum of loans which is only sixty dollars a year to a student in college, and one hundred dollars a year to a student in Theological Seminary. That is because of our reduced fund.

Another change we introduced was this: we used to make loans even to students in secondary schools, and through the four years of college,

which we thought very bad, for various reasons. Now we have changed the system and grant no loans to Freshmen in College, and to college students in only any two of the following three years. We are not satisfied with that.

**Arnold:** Do you have any maximum amount for any candidate?

**Dr. Robinson:** It would vary though. I couldn't make a categorical answer because, taking the question of a medical missionary, it would be possible for such a candidate to get a maximum loan through two years of his college training, through his four years of medical school, and also through a year of internship. A medical student gets \$400.00 a year, and so, I would have to have the classification and history to give you a categorical answer.

**Arnold:** Would it be true in that case that the maximum would be \$400.00.

**Dr. Robinson:** Well, in the case of a medical student who had loans, it would be \$120 in college, and \$1600 in medical school. That would be \$1720, and probably another \$100 for internship. It would be possible for a medical student to get \$2120.00. We want to liberalize the whole procedure with respect to graduate training of one sort or another, but we haven't had the money to do it.

**Pershing:** May I ask how you have collected loans in the case of students not going into the Christian Ministry?

**Dr. Robinson:** Our experience has been surprisingly good. Last year we collected, in student loans of this character, from candidates who had turned aside from the Ministry for one reason or another, \$27,000.

**Findlay:** I think the question I had has just been answered. It was, what experience do you have with delinquents, and by what process do you attempt to collect these loans that seem to be difficult?

**Dr. Robinson:** We have a very fine record system in the office, under the administrator of Student Aid, and he keeps in direct contact with every one of these people, keeps in direct contact with the beneficiary of the loan, in direct contact with many through the chairman of the Presbyteries Committee on Christian Education, and also through the Personnel Officer, at which the student is studying. So we know almost at once, when a student leaves school, or when any crisis comes that changes his termination. Then we immediately get in touch with him and begin the process of collecting the loan. In the case of candidates for the Ministry we scarcely ever resort to legal measures. But once in awhile when we get hold of a particularly recalcitrant case where the person in obviously able to pay the loan and has turned from an indigent student into an indignant one, then we become indignant ourselves and go on collecting the money.

**Armstrong:** Dr. Robinson, you evidently have accumulated experience here that pertains to spoiling boys by loaning them money. I am very much interested in that implication back of your remark. Just what is there to it?

**Dr. Robinson:** We have had a feeling that we were creating a sort

of class, particularly in colleges, groups of Ministerial students getting money from the Church by some purely formal process by building up an idea among all young men who were looking forward to the Ministry—the idea that that was money that was coming to them as a matter of right, whether they needed the money or not, the Church had this hundred and fifty dollars to hand out and they might as well get what was theirs. And we felt it created on the campuses a very unfavorable situation.

We felt also that it created an unfortunate psychology for Ministers. We like to think of Ministers as standing on their feet, not being carried around and getting discounts at the stores and all that sort of thing. In fact, we thought the whole moral effect of it was very bad. That is one reason why we very seriously wonder whether we ought to grant any loans to students at college at all; whether we ought not reserve such loans for Theological Seminary students, or whether we ought to do it at all.

**Park:** I should like to commend you on the idea of the project. I find that our students who have had help from this loan fund take that idea pretty seriously, and when they are required to bring to the attention of someone else, a disinterested party, the fact that they have a loan, I think it creates a real sense of obligation, and which will undoubtedly help in repayment.

**Dr. Robinson:** I'm very glad to have that testimony from Ohio State. One thing that has happened is that we have introduced a very much better process of selection, we have a very much higher grade of candidates getting loans, and we have shrunk the number from about 900 to something like 700.

**Dole:** Do you consider endorsements of any kind?

**Dr. Robinson:** We have here papers for the original application. We have a sort of self-rating sheet, which is put into the hands of the Committee for Christian Education of the Presbytery.

**Dole:** I meant the endorsements on the note itself?

**Dr. Robinson:** Yes, we require commercial endorsements on the loan, of parents or guardian.

**Dole:** Is their credit checked?

**Dr. Robinson:** Yes, the whole transaction is handled as a commercial transaction. We also have this personal check; then we also have report of references—we require references from a Minister, a physician, a teacher and some other friend not connected with the family, so that we do have a check on the various aspects of his character.

**Turner:** You have asked a question there, Dr. Robinson, in connection with the suggestion about the varying amounts. I think that is where Deans of Men may help. I could tell you just what the minimum expenses should be for my particular campus and other deans can doubtless supply you with similar information for their institutions.

**Dr. Robinson:** That would be fine. Would we get that favorable re-

sponse from Deans of Men in general, if we would ask them to review these budgets with us?

(General affirmation from the Deans present.)

**McCreery:** Dr. Robinson, it seems to me it might be important for you to know, and for us to know, whether loans have been made through your office, and for you to know whether loans have been made through our office, as to whether there is some duplication or not.

**Dr. Robinson:** I certainly think so. And that is one reason why we contemplate this provision that we would not make a loan where they got more than fifty per cent from the institutional sources. This budget, on the receipt side, does have a place for the student to indicate his income from every source—loans, scholarships, gifts, tuition, postponed tuition, and so forth. I think it would be fine to get a check on that.

**McCreery:** One more question, if I may. Can you generalize as to the percentage of collection from various schools, state universities denominational schools, in various parts of the country?

**Dr. Robinson:** Do you mean from our point of view; whether we find it easier to collect? No, I can't. I would think there would be very little difference.

**Turner:** I don't know how familiar you are with this, but out in the State of Illinois and sponsored by the Chicago Rotary Club, there has been quite a movement to get away from the things Dean McCreery mentioned, namely, they are trying to centralize some place where different loan funds and lending organizations can be checked up.

The whole thing has been going along slowly, but it is getting some place, and through the Chicago Rotary and some of the schools and private organizations, they are getting a clearing house set up whereby if an institution wants to write in to this clearing house to ask if a certain student has had any loans from any source they can give that information.

**Dr. Robinson:** That is very interesting. As I understand it, the only thing we could do now would be to refer these applications, with these budgets, directly to the institutions. I mean, there is no clearing house now of any kind.

**Cloyd:** Do you introduce the factor whether or not a man marries before he finishes his education?

**Dr. Robinson:** Yes, we consider that factor in our whole set-up. Our position heretofore has been to grant loans to married students, but not to students who married in the course of their preparation.

**President Alderman:** We thank you very much, Dr. Robinson, for this has been indeed helpful to us.

We have the N. Y. A. students with us on our various campuses by the hundreds and thousands. Deans of Men have had a great deal to do with the administration of the fund on their individual campuses. It is a great pleasure to us to have with us on this program Mr. Aubrey Williams, who is National Director of the N. Y. A., who will speak to us and answer questions at the close of his paper. Dr. Williams.



**YOUTH AT THE CROSSROADS****AUBREY WILLIAMS**

Mr. Chairman, Members of the Conference: I confess I have come here with a good deal of fear and trembling, and feeling very much as if I were talking to people that know a good deal more about the minutia of the subject on which I am going to talk to you than I do. For, while I may get it coming from forty-eight different states and many hundreds of institutions and so forth, it is impossible for me to get it in the degree of closeness that you people do in this particular problem. I have decided that I am going to read into the record a speech that is somewhat broader than the general subject, than the specific subject that you would like to have discussed, but will touch upon it and I feel at this time it would be advantageous and desirable that we put in the record on this whole effort something in the way of a general statement that will, at least, afford those who are not here, and you, something in the way of a printed statement.

Those of us who, in these difficult days, are concerned with the problems of young people often feel the need of counsel and welcome at all times the benefits of open discussion. It is for this reason that I am especially glad of the opportunity to meet with you. I am sure that in your years of experience with the problems of young people in good as well as in bad times, there are valuable lessons for those of us who are concerned primarily with youth in the years of the depression.

I feel that you and I are really associates in the same work. This is not only because of the very valuable services which you are rendering in the administration of the student aid program in your own institutions. But there is a more fundamental bond between us. I have become convinced that the problems of no individual young person—whatever his situation—can be divorced from those of all. All young people seek an opportunity to prove themselves, to make their mark in the adult world, and all are frustrated unless that opportunity is available. In these times the problems of the young man in college, facing what he fears may be an empty future, are but a part of the burden of fear and discouragement which the depression with its mass unemployed, poverty, and restricted opportunity imposes on all youth. This burden is a part of the job of all of us.

The depression has had two immediate and concrete results for young people. First, the reduction in their parents' incomes has made it difficult for them to continue in school and college. Second, upon concluding their education they have come up against the bitter reality of unemployment, closing to them the doors of opportunity, which they have been taught, as a part of the American tradition, to regard as their birthright. The National Youth Administration is concerned with both of these problems. It is assisting young people to remain in school and college through its student aid program. It is bringing to those who are out of school,

through its part-time work program, some of the satisfactions of a personal income, and more important, perhaps, a sense of participation in national economy.

The National Youth Administration, in the early stages of its founding, suffered somewhat from the exaggerated expectations with which the public greeted its arrival upon the scene. We are a small organization and the fifty million dollars which we have had does not loom large when measured by the need. It is variously estimated that from three and one-half to four and one-quarter million young people between the ages of sixteen and twenty-five are seeking employment. No estimate is available as to the number in that age group who are partially employed or who are still in school but burdened with responsibilities, poverty and discouragement beyond a point which we can easily bear to contemplate.

In view of the enormity of the problem, I can only speak with humility of what we have been able to accomplish. 228,052 high school students are earning thru work a small income which means to them the difference between remaining in school in decency and pride or vainly competing in the labor market for their parents' jobs. Perhaps some of them might, with heroic disregard for ignominy, have remained in school, penniless, ragged, outcast. But the price for this degree of heroism in adolescents is long years of social and mental dislocation, as I am sure no one knows better than you. I do not believe we should have to ask this of our young people and I am proud that the National Youth Administration has been able to bring this small degree of help to high school students.

With college aid we have been able to reach 121,517 undergraduates during this year and over five thousand graduate students. It would be a waste of your time for me to dwell upon the general nature of this work which you know so intimately. I hope you regard its achievements as worthwhile. If you do not, I hope you will tell me so, as I am sincerely interested to have your comments. Later, I shall touch upon some of our specific problems of administration. For the present, let me say that in my opinion a democracy has no greater obligation than to provide the means whereby its citizens may receive the most complete education possible. The founding and extension of our public school system was a recognition of this obligation. It is in this tradition which the student aid program of the National Youth Administration has been developed and carried on.

One of the most tragic aspects of the depression years is the plight of millions of young people who have finished their education and eagerly seek to participate in the world of adult affairs. A job for such a young person is more than a livelihood, important though that may be. It is a recognition of his social and economic worth. To be without a job is to be an outcast; a young person no longer a child, but unable, because of factors outside of his control, to enter upon the world of true maturity.

The work program of the National Youth Administration has been able to offer part-time work to approximately 210,000 such young people. The work is in the field of public service. It subdivides briefly into four

categories: (1) projects for youth community development and recreational leadership; (2) projects for rural youth development; (3) public service projects; (4) research projects. While the extent of the work which we can afford to give is not such as to take these young persons wholly self-supporting, the recognition of their right, as secondary wage earners in relief families, to part-time work is an important forward step in the public employment program. These young people work one-third time and receive one-third of the security wage, ranging from \$7.00 to \$25.00 per month, an average of \$14 a month apiece. They are also performing work of definite public value. Not only are their personal capacities being developed by this work and their future employability enhanced, but they are gaining those necessary aids in the road to maturity, confidence and a sense of social usefulness.

In addition to these two phases of its own work program, the National Youth Administration is helping to develop special placement and vocational guidance service for young people in the established public employment offices. Apprentice training is also one of the fields of activity of the National Youth Administration. We are financing the Committee on Apprentice Training for I conceive it to be one of the NYA arrangements which will permit young people to learn a useful skill or trade under fair conditions and which will give to industry a satisfactory mechanism to replenish the supply of skilled workers needed for its efficient operation.

I know that, because of your own immediate interest in the college student aid program, there are many specific questions in your minds which we might profitably discuss. I shall try to anticipate a few of these and I shall be more than happy to be questioned on any that I have omitted.

The first serious charge which was leveled against the National Youth Administration was that it constituted federal interference with education, both in public and endowed institutions. I believe that these fears have now largely subsided for reasons which I am happy to enumerate. In the first place, the most important, the National Youth Administration is in no way an educational agency. Its concern, as I have pointed out, is largely with providing part-time work for young people. But where these young people are attending school or college, in order that there may be no possible conflict with the educational authorities and in order to achieve the efficiency of centralized direction within the institution, we have entrusted the administration of this work to the school and college authorities. This has, of course, raised problems for you people which we appreciate and which I shall discuss with you later. But I believe it has avoided many more serious problems and has resulted in the maximum benefit to the students for whom this program is intended.

Secondly, it has been frequently said that this program should not be administered by an emergency and essentially relief agency. I can well understand that to you who are right up against this problem, the uncertainty of not knowing from year to year whether this type of aid will be available is distressing in the extreme. I can understand also how

many of you feel that in a democracy, a machinery whereby the government aids its citizens and future voters to attain the education requisite to intelligent participation in that government should become a permanent part of the public responsibility. I do not disagree with this as an ultimate goal. But I think we must consider the practical gains that have already been made. The student aid program, like many other social measures, developed first as a part of the relief program, itself an entirely new assumption of responsibility on the part of the federal government for its citizens.

I was very much interested day before yesterday when the National Advisory Committee met with the President and Dr. Judd,—the President had asked Dr. Judd what he thought of this youth work and one thing Dr. Judd said impressed me very much. He said, "Mr. President, the program has many many weaknesses. We have much to learn, many things to change, but I want to say that from the standpoint of an educator, I feel that in one regard it is making a very important contribution to American education and that is in that part of the program which has to do with college students, in direct respect to the work and the projects that are being carried on." And he went on to say that that, in his estimation, was putting into the institutions opportunity to gain experience and discipline in the actual formation of work habits related to those avocations and those majors which students were taking, which had previously not been possible. I was very much impressed to the degree that Dr. Judd stressed that, and its importance in the educational structure.

It was reasoned that young people out of school are competitors on the labor market. Instead of extending relief to them as unemployed seekers after work, it appears a more constructive plan to assist them to remain in school and college where education could take the place of enforced idleness. The subsequent establishment of the National Youth Administration as a corollary of the Works Progress Administration already has recognized the value of this activity, has established it on a more substantial basis, and has extended its scope to include a wider group of young people. What will happen in the future depends largely, as always in a democracy, on what the majority of the electorate wish to support as a public responsibility in this field of activity.

The third general problem which I wish to discuss briefly embraces a whole series of what I am sure, to you, must prove matters of daily concern. This is the whole question of administration, including the burdens which this additional responsibility must place upon you and your staffs, the difficulties in the form of red tape which the government imposes upon those who spend its money, the problem of adjusting federal policies and regulations to fit all of your several individual situations, and the general problem of providing projects of such a character, and so supervised, that young people will actually earn the money which they receive.

I am particularly eager to receive your comments and suggestions on these administrative problems. I am sure that experience has proved

the rightness of our judgment in placing the administrative responsibility on the college officers. The job which has been done could certainly not have been accomplished without you. But we do not wish to impose upon your good will, to overburden you with unnecessary detailed work or impractical policies. We sincerely welcome your suggestions and will gladly give them careful consideration.

Naturally the expenditure of public funds involves a machinery of checks, controls and accounting which may appear burdensome in the extreme to those accustomed to the simpler disbursing and accounting methods of smaller operations. I do not believe this can be wholly avoided. To a degree it should be welcomed since it protects not only the public funds but the person responsible for their expenditure.

In the same way regulations are established covering policy which may seem to many of you inflexible in the extreme and ill-suited to your own particular situation. It has been suggested that we should recognize the different conditions in urban and residence institutions, where in the former a young person living at home can easily continue his education for a comparatively small sum while in the average residence college even our present maximum is insufficient without supplementation. I should appreciate your comment on this point. I believe it raises serious questions regarding the obligation of public agencies to treat all persons on an equitable basis. On the other hand, a greater degree of flexibility might well be achieved without doing violence to this principle.

The question of projects is an important one under our present policies. It has been suggested that all or a part of these funds should be given in the form of outright scholarships for scholastic excellence. Such an arrangement is not possible so long as we operate as a part of the federal work program. Even if it were legally possible I would seriously question it as a policy. I believe that the tradition of working for what one receives is deeply rooted in the American character and I believe we do violence to one of the finest instincts of our people when we give them a handout rather than a job. I realize that the situation is somewhat different for the student than it is for the unemployed worker. But the principle of work is surely a good one. "Working one's way through college" is still a sturdy principle in our democracy even though the government, working through the college, provides the jobs.

So long as this remains a work program, the character of the projects is of paramount importance. If we accept the principle that work is itself a benefit, that it evidences the true and proper functioning of the individual as a part of the social and economic whole, it is our responsibility to see that young people are given work in which they can take a real pride of achievement and are given such supervision as to guide, instruct and inspire them. It would perhaps, if time permits, be profitable to us all if those of you who have projects of unusual interest could describe them to the group. In general we have found that the scope of all our work programs, C. W. A. relief, W. P. A. and N. Y. A. is limited only by the

ingenuity, imagination and general capacity of their directors and supervisors.

The problems of young people in these times are vast in their scope and deep in their implications. Essentially they are the same problems that confront all of our people. One cannot separate the problems of dependent young people from those of their parents. The family must have an income adequate for the health and happiness of all of its members. The best solution to the problems of young people is an adequate standard of living, security and opportunity for their parents.

The peculiar tragedy of young people in the depression is the frustration of all their normal instincts for growth. As children their instincts for play are thwarted by the insecurity of their homes and too frequently by their own hunger. Many are deprived even of elementary education. Many more drop out of school prematurely because of inadequate funds for the simplest necessities and because they hope to be able to supplement the family income by their meager earnings. These heavy burdens of worry and responsibility are unnatural to childhood which should be a period of freedom from care.

More serious yet is the plight of older persons, who, having finished their education, approach the adult world with the eagerness of all young things to reach maturity, to assume their place in the functioning mechanism. These young people see little place for their eagerness, their energy, their talents. They are obliged to remain unwilling dependents on the already overburdened parents. They are unable to follow their normal impulse to marry and establish a home of their own. Unwanted, they begin to doubt their own worth. Over a period of years this becomes a real tragedy. It is a tribute to the vitality and character of our people that the demoralization of its youth has not been greater.

It is not easy for young people to be philosophical about this situation. It is small comfort to them to realize that their personal situation is but a symptom of a broad historical process which has been following its inexorable course for many generations. Young people in the earlier days of the country found their future in the existence of a frontier. It was not necessary that they all become Daniel Boones or follow the road of the prairie schooner. The mere existence of new and unclaimed land was sufficient to guarantee a place in the national economy to the rising generation. Those young people who did not themselves seek the adventurous road of westward expansion, found themselves welcomed to the places of their elders who did. There was no scarcity of opportunity for ambitious young people in those days.

It is my belief that the present depression marks the end of an era. Not the end of all hope, opportunity and prosperity for young people, nor the beginning of a new era entirely irrelevant to what has gone before. But we must face realistically the conclusion, so amply evidenced by the facts, that the well being of our people cannot be left to chance or to forces which we deliberately exempt from all social control. In other words, in past depressions we used our legs, but the frontier is no more,

so that in this depression we have been required to use our brains, and the process is infinitely more difficult.

In these times men prosper only if the collective forces are on their side. We can no longer ask our workers to fight poverty singlehanded. Nor can we turn our young people loose in a world of unfriendly economic forces without aid and support. We cannot consider our youth problem as one of individuals, some of whom will be lucky, while others will fail. We must give all youth its chance and to do this a certain amount of co-operative social action will be necessary.

We have learned once and for all I hope—and our experiences have been costly and distressing—that the area of conservation must be as broad as the area of exploitation. That the field of social control must be as wide as that of crime and disease, and that the realm of care, cure, and prevention must be as far flung as the forces of misery. Hence the increasing interest of the national government in the well being of youth and, in fact, all of us.

These are the problems which we face. The National Youth Administration has been able in some measure to alleviate the distress of young people, to extend opportunity to a few, to minimize perhaps the permanent effect of the hardship which depression brings. But the larger problem has yet to be solved. It is a problem to challenge all of us who believe in our young people, and think that they deserve as bright a future as we, the older generation, can help to make for them.

**President Alderman:** The question is now open for discussion.

**Moore:** It has been a very great satisfaction to me personally to look at this man and hear him talk. We have felt a great deal of confidence in him; we believe, down in Texas, that he is the man that gets action. I have tried to get action through our N. Y. A. State people, but when I communicated with the office of Mr. Williams, we got action.

I don't think it is the time for us to argue theories such as whether the Government owes educational jobs to its young people. I don't believe in it, myself but, undoubtedly, the emergency situation had to be taken care of in some such way as this.

There are some things that specifically trouble us, however, and I hope we can get answers for them. First of all, I have in my desk now four hundred letters of application for N. Y. A. jobs next year. What can I tell those boys? Is it not possible for us to begin in September with the understanding that unspent balances for any given month may be used to employ additional labor for the next month?

These two questions trouble me: what can I answer to boys who ask me if the program is to be continued next year; and what can I say to student entering the Fall semester, with regard to this matter of taking on additional labor to use unexpended balances?

**Mr. Williams:** Of course, I am not Congress, and I can't speak for Congress, any more than you can. I can give you as much assurance as I can from what I know. We have a bill before Congress now appropriating fifteen hundred million dollars to the relief problem for next year.

The president has announced that if that bill passes, with the fifteen hundred millions, that it is his intention to continue the National Youth Administration for another year, out of that money. I think it is reasonable to suppose that that bill will pass. I don't know whether it will pass with that figure, however. If the bill is cut to, say any considerable extent, obviously this would be one of the first things that would receive a very drastic reduction because, after all, I know that the President regards as his fundamental obligation the relieving of hunger in families, and there are points below which he cannot and will not go.

We hope this year to profit by past experience and to give you as early notice as possible and as advance notice as it is possible for us to do. I feel that by and large we have the general framework of this part of the program pretty well established, and the main thing that needs to be said to you is that the money is going to be available, there are other minor things which you have trouble about, but if you get that big factor, and some indication of what the amount is, you can move on the main front, which I believe you all regard as the essential thing. I know you will.

With regard to this matter of unexpended balances, we have, very frankly, not solved that. We have not come to any conclusion on it. We have generally felt that it was pretty dangerous business to allow the thing to get loose, one way or another. I mean, we have taken up the balances and placed them where, say, there was a greater need. We found, for instance, that in the East we haven't used available quotas in all of the states, whereas in the Midwest, where the drought was, we have had to put in additional quotas and be very glad that we have had additional quotas to put in. On the whole, I think our general feeling is that we prefer you to manage this money, which we have sent to you; if you want to lump it up into a certain part of the year, I don't think we will have any quarrel with you. For example, in certain parts of the South it is impossible for them to level out evenly over nine months, and that is true to a certain extent in Texas. On the whole, it is my desire that you manage the money that is sent to you, that your colleges manage it; you know better how to spend it than anybody else, and we don't want to assume any more responsibility along that line than we have to. I have had the feeling—now this may be wrong—I have had the feeling that you all were doing that, that you were handling this pretty much on a basis of your individual school problems. Your question, Dean Moore, raises in my mind some doubts as to whether or not my position is as clear on that as it ought to be.

**Moore:** Our quota, for instance, is 820. I don't dare to go over that the first month, and sickness, or delinquency of one kind or another, cuts that down, so that we have, say, four or five hundred. If I have only twenty-five, thirty or forty workers, I would keep my quota full all the time, but I don't dare to guess with regard to the large numbers, so I stay within the quota. By the time February comes around, I have four or five thousand hours in excess.



I would like to be sure that I could spend the surplus so that, at the beginning of the second semester, I could put on enough students to use it all up. In May our students are dropping out. In September, 1935, I had over 4,500 applications for 280 jobs. And many of those boys simply lost an opportunity that I know now they might have had.

**Mr. Williams:** I want to make a note of that and find out whether or not we have made it clear, but I think, in general, an arrangement whereby you requested from Johnson, down there, that you be allowed to use this, would very promptly bring a reply, and which I think would be satisfactory to you.

**Moore:** In other words, I could put on 14 per cent in September if I cut down to 12 at the end of the year.

**Mr. Williams:** I would want some arrangement whereby in writing, that an exception was made.

**Waugh:** I might say, on the same problem that Dean Moore points out, that out in Utah they have permitted us to do that. For instance, we have nine months allotted and our school didn't begin until near the end of September, so when we spent nothing in September we had five hundred that we have been spreading out through the other eight months of the year. But during the winter months, when snow sets in, all of our outdoor projects are eliminated, and we could very easily use ten thousand dollars during the first two months, then cut it down to maybe two or three thousand during the winter months, and then pick it up again in the spring. We are handicapped in this way, that we can't exceed the monthly allotments, though if we don't use the full monthly allotments in one month we can pick it up later.

There is a question I would like to ask: would there be any objection if the Federal Government told each university how much money it might spend during the year? We get \$51,000 in our institution during the year; what difference does it make to the Government how we spend it?

**Mr. Williams:** Well, offhand, I can't see any objection, and I have the impression that that is being done. Certainly, I know in some places it is being done. I would want to think it through, however, and talk the thing out, before committing ourselves on that question. There are always a lot of factors connected with these things, and this is a matter which becomes involved in the educational formula, so that, very frankly, I prefer to have the opportunity of seeing this up and down and from all sides, with some of you people, and if it is all right, we want to do it. We want to give you the greatest leeway we can.

**Tolbert:** Mr. Chairman, we have been peculiarly fortunate in Florida in the selection of a State Administrator for N. Y. A. We have had splendid cooperation from that source, because he is a man of training and thoroughly impartial.

We did this in order to determine students' need. We asked the various state workers over the state to give reports on every application. We would send these applications in to Mr. Beatty, who would turn them over to the Social Service headquarters, send them out to the various

counties and the reports would come back to us. So we are quite sure we have not been imposed on so far as actual need goes.

The \$15,000 a month is all right, I believe, but Mr. Williams, is it possible to give a little more spread there? For instance, we have some boys whom we take care of on \$15.00 a month very nicely; others whom \$20.00 a month won't cover quite so well. I am sure in most institutions, that could be left with safety to the administration, and the maximum could be raised to \$30.00 with the understanding that \$30.00 be given only in cases where it is absolutely necessary.

Then another thing that has caused more trouble than anything else was the payroll, which has to be handled on the calendar month plan. We do almost everything on four weeks basis. If we could get one little shift there, so the payroll could be turned in on a four weeks basis, it would save about 30 per cent of the clerical work involved in making those sheets up. Otherwise, we have been most happy and we are thoroughly appreciative and don't believe we have pauperized anybody.

**Massey:** On the matter of unexpended balances, from the previous year's experience, immediately during September I wrote to our State Director to find out if we could spend our unexpended balance, and we received written permission to do that right straight through the year, and we will be able to spend practically all of ours. We have had a good many calls for an increased amount per student, but we have listed the amount for undergraduates to \$15.00 per month, fifty hours per month, thirty cents an hour, and we haven't varied from that. Perhaps we should go up and down, but that is a little more than our college payment, 30 cents an hour.

**Armstrong:** Mr. Williams, we represent here in this Association of ours, of course, a strictly educational group. But it so happens that during this last Fall in particular, a large number of cases have come to me, in the Chicago area, of young men who had been through college but who had failed to find the right kind of occupation, in other words, perhaps, were working at some employment far below their capacity. Obviously, fifteen, or twenty, or thirty dollars a month for a man, unless he has other things along with it, will not provide a college education for him.

I am wondering what there is in your program that touches these people, and whether we, in educational centers, can be of any help on that program. I am tremendously interested in those graduates, particularly of '29 and '30 and '31 and '32, who have been shelved, and also those other people who have been forced to go out into very cheap manual positions and have been unable to rise above the economic situation since that time.

**Mr. Williams:** That, of course, is a very big part of this whole situation. It is complicated, right now, by the fact, too, that in places like the General Electric Company, where they are beginning to take on large numbers of college graduates, they prefer to take on the more recent graduates so that the boy who came out of college in 1931 finds, when the

General Electric Company, for instance, hires a person, it doesn't hire him but, rather, a man of four generations back in college.

There are two things to which we have been devoting a good deal of time. One, is that I think we've got to get over the feeling among college people that it may not be possible for them to find work on levels that they have dreamed about. It may be necessary for them to actually take hold down in the scale of things far below what they actually feel they should have, rather than to degenerate at levels where nothing is offered. Until we get some general sweep upward, to me it is a case work job. Until a better time comes, I look upon our job as primarily the development—and that is why I am so anxious to get closer to you all—I look upon our job as a work-learn job, to organize it so that you've got on the one side learning, training processes going on and on the other side, a work process going on, which carries a benefit to the community and to the individual, and that should be as practicable as is humanly possible to have and thereby, at least get some public benefit from it and get some work experience into that boy or that girl, even though it is nothing but a matter of nursing training, or typing, or any of the more simple things—I don't mean to put nursing among the more simple things; it is practically one of the most complicated, but I mean something that is extremeley practicable, and I would include in that all the fine arts, painting. That's the only answer, that I know to give to that problem, and it is a big problem.

**Metzger:** May I just inject a thought. With the other men present, Mr. Williams, I am more than happy to have heard this today, but one of the things I feel has not received sufficient publicity is the very matter to which you have just referred. I find men coming to us, for example, saying that the Government is going to send the young men through college, and we have had a number of appeals, stating that the Federal Government has provided funds for Rutgers University, to meet expenses not alone for tuition and fees, but even of living expenses. The whole scheme and plan, as I understand it, is that not alone are these fellows getting something but they are giving something, and I would like to drop the suggestion that from your office there go out a little more publicity among that class on that aspect of the plan, both from the educational values and, as well, to break down a very false impression and a very disastrous one.

**Greenleaf:** There is just one partial answer that I might make to Dean Armstrong's question. The Office of Education has had, this year, something like half a million dollars appropriated for graduates of colleges and universities who are out of jobs and on relief. And this is not under the N. Y. A. program, but goes by the title of "Projects in Research in Universities in Cooperation with the U. S. Office of Education," and a number of the institutions represented here are participating in this project. The one that I have, the project I am looking after is Economic Studies of College Alumni. That simply means that I am drawing up this questionnaire being sent to universities—there are twenty-five coop-

erating in it, and each of these twenty-five universities are employing college graduates for this work who are on relief.

**President Alderman:** Very sorry to cut this discussion short. We appreciate Mr. Williams' coming and he will stay during the noon-hour and somewhat into the afternoon, and it may be that some of you who did not get to ask questions in the public meeting can see him in person. Thank you, Mr. Williams.

We will pass on immediately to the third paper of the morning. I think you have already sensed that there is some unity, again, to our program of this session. Again we have a man coming from a very busy life, up from Washington, to meet with us, because his problems and our problems are common ones.

President Rainey, as most of you know him, you will remember left Bucknell recently in order to go to Washington to become affiliated with this five year comprehensive program for the care and education of American youth, and he is to speak to us on that general subject at this time. Dr. Rainey.

### **"Meeting the Needs for Guidance of American Youth"**

**HOMER P. RAINEY, Director, American Youth Commission  
of the American Council on Education**

Mr. Chairman and Gentlemen of the Conference: I am very happy indeed to have this privilege of appearing on your program this morning, to represent, first of all, the American Council on Education, and our Commission, which is sponsored by the American Council. In the few months that we have been working upon the problem, we have necessarily been confining our activities largely to our own orientation, in an effort to find places that we can take hold of this problem. We now are fairly well under way, and have several large projects now launched and are planning others as time goes on.

I have chosen to speak to you this morning on one phase of this youth problem, which, as we get into it, is looming larger and larger on the horizon as one of the major areas of this youth problem with which we are sure we are going to have to give a great deal of concern, and that is the whole matter of meeting the needs of youth for vocational guidance.

The problem of successful occupational adjustment of young persons has long been recognized, but its acuteness and urgency have been ten-fold multiplied in recent months, since we have begun to realize that there are probably five million or more young people between the ages of 16 and 25 who have no present employment at all, and other additional millions who have only part-time work or work which is ill-suited to their capacities and desires. We refuse to think that we shall permit any of these millions to remain permanently unemployed or occupationally maladjusted. We must contemplate ways and means of providing suitable vocational opportunity for all youth. This involves, among other things,

a much more thorough and effective vocational guidance service on a national scale and in every locality than has hitherto existed.

During the few months of the existence of the office of the American Youth Commission, we have received a large number of inquiries from individual young men and women in various parts of the country, asking us for specific information and advice regarding occupational opportunities and how a young person may best prepare himself to take a useful place in the vocational and industrial life of the country, taking into consideration his own particular talents and ambitions. Naturally we cannot give a satisfactory answer to these individual inquiries, without seeing the youth who is asking for advice, and without having access to the records of his educational achievement, previous work experience, if any, and other characteristics which would give inklings of his particular abilities. About the best we can do under the circumstances is to suggest that these ambitious boys and girls should take their problems to the local agencies in their home communities, and there get as much counsel and sympathetic discussion as can be obtained. We do this with full realization that very often there is no local office to which a young person can go for a really comprehensive consideration of the problem of his own vocational guidance. We suggest that he take his problem to his own school superintendent, principal, (or guidance counselor, if there be one), and that he also establish contact with the local public employment office, as well as any non-profit agencies in his community which may be dealing with the problems of young people, such as the Y. M. C. A., Y. W. C. A., or other similar organizations. We realize that perhaps in the majority of all communities none of these agencies is in any sense adequately equipped to provide a comprehensive vocational counseling service.

Not many of our inquiries come from youth in college, with whom you are primarily concerned as deans of men; but I venture to doubt that any of you is fully satisfied with the present facilities for vocational counseling in the colleges. However, I shall not go into the question of how college and university guidance and personnel offices can improve their service, for that is a subject which I know you are constantly studying and any suggestions which I might make in that particular field would probably be carrying coals to Newcastle. No doubt you have a sympathetic and active interest in the much larger problem of the occupational adjustment of the youth of the country as a whole—of the eighty-five per cent of young persons of college age who are not in college, as well as the six million youth who are in secondary schools and the four million of secondary school age who are not in school at all. Therefore, I shall speak not with reference to the college community, but with reference to the whole community of youth of all classes. How can we improve our guidance facilities in the 3,000 county seat towns from coast to coast? How can the work of existing guidance agencies in the larger urban communities be coordinated and integrated in such a way as to provide a new and vastly more effective service to the millions of youth who are clamoring for it?

**MORE BASIC KNOWLEDGE IS NEEDED**

There are two types of information which must be assembled continuously over a period of years, and kept constantly up to date, in order to provide a basis for a fundamental approach to the vocational adjustment problem. These are (1) data pertinent to the traits, capacities and aptitudes of the individual young person, and (2) data relating to the present and probable future state of the supply and demand for workers in the several occupational groups. Information of this second type must somehow be made constantly available, not only for the particular community with which the local guidance officer is dealing, but also for the country as a whole. The task involves repeated surveys of occupational opportunities in every locality, as well as long range studies of general occupational trends of a regional and national basis. It is probably safe to say that the speed of technological change has rendered it to some extent impracticable to attempt to forecast the demand for workers in each of the thousands of specialized pursuits into which our increasingly complex division of labor has minutely subdivided the major occupational groups. But no one doubts that it is possible to foresee to some extent the direction of current major changes among a smaller number of large occupational classifications.

For example, most of us now think that certain large occupational categories, such as agriculture or manufacturing, do not show any bright prospect of increased employment opportunities. In these fields there is a wide-spread and probably correct impression that even if by some miraculous dispensation large additional markets should open up at once and necessitate a heavy increase in production, such increased production could and would be accomplished largely or wholly by the use of labor-saving machinery and methods, and would not result in any great increase in employment. Assuming for the sake of argument that this is true, the picture would be dark indeed were it not for the fact that certain other large occupational categories seem to some of us to offer promise of an eventual great expansion of their personnel.

One field which may naturally be expected to expand with a rising standard of living is that of domestic and personal service. Many social changes which have been in gradual progress for a long time also tend to support this impression. The increasing entry of women into nearly all the varied fields of professional and industrial work tends to increase the need for trained domestic service, as does also the trend toward living in large communal apartment houses and residence hotels in urban communities. The broad category of domestic and personal service includes not only types of work which are done in the home or apartment residence, but also those which are done in community establishments which tend to take over much of the work formerly done by the housewife in the home. These include laundry work, restaurant service and the allied catering and food-handling jobs, the repairing and cleaning of clothing, and the multiplicity of tasks connected with the care of children. Also

in this general group are numerous personal service occupations which have already reached considerable magnitude and may be expected to grow as the standard of living advances.

If industry cannot employ this ever-increasing army of youths asking for jobs, then it seems to me only one or two definite alternatives are open. The whole area of the expansion of social service seems to me to offer one of the finest. For example, there was a man of the National Park Service in our office recently who indicated that the National Park Service could absorb from one hundred to three hundred thousand more men on a permanent basis on constructive and creative work in the National Park Service. That is only one illustration. I am sure that if we were to begin to attempt seriously to meet the health and medical needs of our population, for example, that we could expand the opportunities there perhaps two or three hundred thousand, for youth in those fields. We have evidence now which indicates that as much as 75 per cent of our population are not getting adequate medical services, under present conditions. Those are only illustrations of possible opportunities for the expansion of services in various directions, and I think we are going to have to explore those possibilities much farther than we have at the present time.

It was encouraging that the National Chamber of Commerce meeting in Washington just this week called for a survey of employment opportunities over the whole country, and if such a survey can be made, I think it will be possible to disclose many opportunities that do not now seemingly exist for the expansion of services.

Among these are barber and beauty shops, the manufacture and sale of recreational and sports equipment and accessories, and a host of other pursuits which will supply the needs of the individual in an age of more abundant leisure. This is based on the assumption that the leisure which is already upon us, though at first regarded as an unwelcome guest, must and will be put to suitable uses for the enrichment of life. This conception also opens up the possibility of the employment of a much larger number of persons than has been the custom in the leadership and encouragement of a thousand recreational and cultural arts with which the masses of the people may hope to occupy their spare time in increasing measure. We may be optimistic enough to predict a numerical expansion of the teaching profession, the profession of librarianship, and the profession of recreational leadership, which ramifies into myriad specialities, ranging all the way from athletic coaching to community singing. All this is a part of the picture of a more abundant and more satisfactory life for the whole people, which we like to envision as rapidly approaching after our six or seven lean years of economic confusion and social doubt and despair.

The foregoing suggestion is offered not as a final conclusion, but merely as an example of what might be the result of a thorough-going and reliable study of major occupational trends. It is offered merely to point the desirability of this type of study on a wide scale as a means of as-

sembling indispensable and basic information which ought to be at hand for use in the work of vocational guidance.

Another field of study which offers very large possibilities is a more thorough investigation of the traits and aptitudes which equipt one best for work in each of the thousands of particular pursuits now being conducted, and which promise to remain in our vocational complex at least for some time to come.

### OCCUPATIONAL RESEARCH

A project of considerable promise is the occupational research field is already under way in the United States Employment Service, with which Dr. M. R. Trabue, a member of our American Youth Commission staff, is associated as a consultant. This project consists in one part of a careful analysis of the abilities required in the various specific jobs within each occupational group, and a series of manuals is being prepared to identify and illustrate the requirements of these jobs in as complete and useful a manner as possible. For example, the first manual in this series was devoted to the specific abilities and aptitudes needed in a large number of types of work connected with the laundry industry. Similar manuals for other industries are being prepared and revised, and it may be hoped that eventually a comprehensive chart of the needs of almost every industrial pursuit will be made available and kept up to date. It is important, of course, that the whole study be regarded as a dynamic one which can never be finished in a final sense, but which derives its value from constant revision and improvement.

Corollary to this type of study is the task of pushing forward investigations of the vocational talents of each individual applicant for a job. At present we know so little that is reliable in this area that it is difficult to say definitely what further investigations may reveal; but I think most of us are sure that such investigation ought to be carried on with greatly augmented intensity and broader scope. For example, it may be possible to develop a technique of identifying those young people who are happiest and most efficient when dealing with people, and differentiating these young persons from others who do their best work in comparative solitude or when working with inert materials rather than with human contacts. It may be possible to refine this classification further and identify those young persons who possess an aptitude and a liking for the work of influencing other persons, as distinguished from other persons who are best suited to deal with people by means of a large number of casual contacts, and still others who have the probably rarer ability to deal with people in an administrative capacity where they are required to direct the work of a large or small number of subordinates.

The foregoing hypothetical example is only one of many which may offer opportunity for very important fundamental research in the occupational adjustment of individual youth. The experimental work now going on seems to indicate the possibility of rather large groupings or



classifications of job characteristics in which a given job requirement may be common to a large number of occupations. The results from this type of work have already demonstrated a marked practical value in selecting individuals for training and in reducing very materially the time required for training. The other aspect of this work is that of individual analysis to discover in individuals the traits that are required in these various occupational classifications.

It may seem naive to hope that a problem of finding the right job for the right person can ever be so readily solved, or that the basic information can ever be so accurately catalogued; but we must admit that a prime prerequisite to any program toward solution of the problem necessitates the collection and classification of basic data on a wider scale and much more consistently than has hitherto been done.

### SOME SUGGESTED NEXT STEPS

The American Youth Commission recognizes the vocational adjustment of youth as a very important sector of the total area which it is set up to investigate. After carefully considering what we might best undertake as steps toward furthering progress in vocational guidance service, we have tentatively selected five projects which it is likely that we shall initiate in the near future. The first of these will be a small preliminary report in which we shall attempt to bring together references to the significant current literature of guidance, and brief descriptions of what is now being done in a few outstanding guidance centers. This little monograph will attempt to summarize and interpret past experience and present knowledge in the guidance field, as a prologue to further advances.

The next three of our proposed enterprises are designed to explore three distinct types of major research which we believe are fundamental. They are (1) research into the actual qualifications required of successful workers in the different types of occupations; (2) study of occupational trends; and (3) experimentation in guidance. Our study of the traits of successful workers will probably be carried on in collaboration with the United States Employment Service which has already initiated investigation of this type, which seems to be worthy of our assistance and cooperation.

For the study of occupational trends, we propose to set up and maintain a small research unit whose duties will be to study constantly the supply and demand for workers in various occupations, to stimulate other agencies in the development of a more comprehensive recording and reporting, and to attempt interpretations of occupational trends in their bearing upon programs of vocational guidance and placement.

For the purpose of controlled experimentation in guidance, we shall probably establish an experimental guidance clinic in some suitable locality. Here we shall hope to find out at first hand precisely what are the adjustment problems now faced by young people in a typical American community, and see what can be done by the best available personnel

with the best available information toward furnishing an appropriate counseling service.

Finally, we shall plan to issue in 1940, at the end of our present five-year period of study, a summary report of all of our activities in the guidance field. In this report we shall hope to indicate something concerning the relative values of different techniques and programs of vocational adjustment and training, and we shall also hope to point out some directions in which further efforts in this area may well be stimulated and supported.

We realize that the social scene constantly changes, and that the problems which seem most urgent today may be supplanted tomorrow by others which we do not as yet perceive. We realize that present practices in the vocational guidance field may probably soon seem as crude and inadequate as the forked stick dragged by an ox now seems to the farmer riding his tractor plow. We hope to have some part in hastening the approach of that very situation. We are sure that as the complexity of our social organization increases—and increasing complexity seems inevitable—that we shall find ourselves doing more and more toward assisting young men and women of all classes to find the niche in the economic structure where each may do his best service to society, and where each may at the same time be happiest and best adjusted to his environment. Like all research workers, we stand near the frontier of knowledge, and the way ahead is not yet clear. But it is a very rare privilege to be among those who are given opportunities to grope their way forward, and try to find points of reference which will serve to blaze the trail of progress.

We must somehow envision a time when every perplexed youth can naturally go to some office in his own community and obtain counsel regarding his own aptitudes and limitations, as well as accurate information on employment opportunities in his own locality or in any other locality to which he may want to migrate. He must be spared the pitiful futility of writing his plea for advice to some distant national office where his own characteristics are unknown, and where any reply that he receives must be inadequate and disappointing. The creation of an effective guidance service, as well as the solution of the other perplexities confronting American youth, depends to a great extent upon the development of a local consciousness of the problem in every community. It is from every community that the basic information concerning national trends must come. In fact, as you know, the whole guidance problem is largely one of assembling and keeping up to date the types of information we have discussed here today, and of making it available for interpretation on a national scale and in every locality throughout the land. Tersely put, it is largely a task of adequate recording and reporting—The present situation is anything but bright, but let us not lose our confidence in the concept of America as a land of opportunity. We must soon put all of our youth happily to work; and though we may not be

able to predict at this moment just how it shall be done, yet few of us really expect that we shall have to admit permanent failure. Certainly we shall win some ground by advancing the frontiers of vocational guidance and counseling.

AMERICAN YOUTH COMMISSION  
of the  
AMERICAN COUNCIL OF EDUCATION

744 Jackson Place

Washington, D. C.

April 15, 1936

**ONE HUNDRED REFERENCES ON THE CURRENT YOUTH PROBLEM**

This list has been selected from a card-file of approximately 1,200 items, some of which have been drawn from current bibliographies published by several research agencies. An annotated list of five such bibliographies will be found on the next page. Thereafter the entries are alphabetical by surname of author.

A topical classification follows. Numerals refer to the serial numbers of the entries.

*Bibliographies*—1, 2, 3, 4, 5.

*The Youth Problem in General*—6, 7, 9, 11, 12, 18, 19, 20, 23, 24, 35, 38, 44, 48, 50, 52, 53, 60, 64, 75, 78, 89, 91, 99, 100.

*Youth and Unemployment*—17, 21, 39, 45, 54, 65, 90, 96, 98.

*Vocational Guidance*—13, 22, 25, 26, 63, 67, 71, 72, 74, 82, 92, 94.

*Work Camps*—15, 30, 33, 36, 37, 47, 61, 77, 81.

*Transient Youth*—46, 51.

*Education*—41, 42.

*Character Education*—27, 31, 32, 49, 55, 56.

*Youth-Serving Agencies*—40, 62, 76, 84, 85, 95.

*Child Welfare*—14, 66, 86, 87, 88.

*Youth and Religion*—34, 59.

*Youth and Peace*—68, 97.

*Leisure and Recreation*—28, 57, 58.

*Delinquent Youth*—16, 29, 70, 73, 79.

*Rural Youth*—8, 10, 43, 80, 83, 93.

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**President Alderman:** What questions do you have?

**Goodnight:** How do the Deans of Men fit into that picture? Can they be of service to the Commission or in what way can the Commission be of service to the Dean of Men?

**Rainey:** We have discussed that at considerable length, and one thing we feel quite definitely now is that we shall want from you people a collection of your experience on the one hand, in dealing with this problem with college students and, on the other hand, we hope to make a definite tie-up with you people who are in the actual job of doing this counseling, on the experimental side, to provide us with additional information on adjustment problems of youth. Dr. Trabue, who will be in charge of this whole project for us, is now trying to work out just some such plan of making contact with you people who are in the actual jobs of counseling.

I brought along with me today probably a dozen copies of a biblio-



graphy that our office has prepared on this youth problem, and it is classified. We now have, I think it is fair to say, the most complete bibliography in this field, something over a thousand items. A sample is attached to the paper I have just read.

I should like to make one comment further in connection with the question raised by Dean Goodnight. I said in the beginning that I chose a very narrow field here today to talk to you people about. Our problem, as I indicated also, is the larger one of meeting all the needs of American youth. Now I am sure that you men who are dealing with college youth can be of inestimable value to our Commission in many ways, in many areas of this youth problem, and we are going to try to find ways of reaching you people who are at the heart of things. If there is one thing that we know now more than any other, it is that we alone cannot solve this youth problem. I mean by "we," the Commission; we know that we've got to find ways of getting back to the individual units, to the individual localities, where the youth live and move and have their being, and to work from that source, and so, on behalf of the Commission, I say that we shall welcome from any of you individually or from your group collectively any suggestions that you may have to make to us that would help us in any way, better to comprehend this problem, or to refine our techniques, or anything that would help us to solve this problem.

**Armstrong:** Mr. Chairman, in relation to the suggestion which the speaker has just made, I call to his attention the fact that most communities now are following the national practice of having a Youth Week. And furthermore, that many of our members, as also other educators do, make a practice of going out to communities to talk before their community gatherings on educational matters, and that if we have such information as you have presented here, or if it could be placed on service so that we could receive the latest information which you have, we possibly could be of some help in disseminating that information locally. I am certain that most of us would be very happy to do so.

**Rainey:** I should be glad to furnish you all the information we have at our disposal if you will simply write me, 744 Jackson Place, Washington.

I am going to venture to make one definite suggestion to you people. I indicated in my paper that what we need is somehow to make all of this information that is now available and that can be made available for use in the local communities of this country, where the youth are, where they can get access to it. We are thinking of trying to find some way of setting up a service of that sort.

It seems to me you men who are in the college centers and have such a fine background of knowledge and experience with this problem, you individually, many of you perhaps, could be of outstanding service if you could in your communities, or in your vicinities, render service to communities perhaps in organizing a clinic of getting interested individuals in those communities interested in that sort of thing and give them

the guidance in that line that they need in setting up whatever sort of organization they may need to develop a program.

Sometimes it is a matter of providing a little leadership to a group anxious to do such a thing. And I can think of no better group in American life today than you people to encourage and stimulate that sort of service.

## FRIDAY AFTERNOON SESSION

May 1, 1936

### The Question Box

**Chairman Speight:** Mr. Cowley's paper on *The Nature of Student Personnel Work*, has been called to the attention of the Conference. The Secretary requests that all members who are interested will please send their comments to Mr. W. H. Cowley, Ohio State University, Columbus, Ohio.

I sometimes tell college students that the sign of an educated man is, first of all, that he knows how to ask a question, that he is willing to ask questions and display his ignorance and, secondly, that he knows how to formulate his question intelligently so that it permits of a reply or, at any rate, stimulates the mind to seek a reply. It is, of course, the mark of educated deans that they should be interested in formulating questions and discussing them. It seems to me a very happy feature of our program that we provide for the presentation and discussion of a wide variety of questions that apply in so many different ways to our very different institutions.

I had the privilege, just about a month ago, of flying right across the continent within the space of twenty-four hours, from midnight in Philadelphia to six o'clock in Los Angeles and 8:30 in San Francisco, and looking out over the country all the way except during the dark hours, and it gave me an entirely fresh conception of our country, which I had crossed by train a number of times but, of course, had never seen under the same conditions. And I had a feeling that I understood many of our national problems so much the better for having crossed our country in so short a space of time.

I think that one gets the same kind of feeling in coming to a convention like ours. Here we are representing a hundred, or a hundred and fifty different institutions, no two of which are really all alike, and it does you so much good to come into contact with men promoting the same ultimate ends, but under conditions which are so different, and one of the best things we could do, I think, for ourselves is to see whether we can formulate and establish some sort of common purpose and common attitude to these problems that vex us or that we enjoy dealing with from day to day.

Dean Lobdell, who is the originator of the Question Box, I believe, will have charge of the meeting this afternoon to present the results of the questionnaire which he imposed upon us. In discussing these questions, we will ask members to identify themselves.

**Lobdell:** I will ask the secretary to incorporate in the minutes the complete report of the Question Box.

**Lobdell:** We will now take up certain of the specified questions for discussion.

Eighty-one ballots were returned and 77 came in time to be included in the compilation. Well over 80 per cent were sent back by return mail which indicates that most of our members are prompt in attending to their correspondence, assuming they answer at all.

For convenience the Questions are regrouped below under three headings:

- A. Questions calling for an *opinion* upon which a majority of those answering agreed.
- B. Questions of *fact* upon which the composite answer seems conclusive.
- C. Other questions upon which there is a division of opinion or a divergence of facts.

H. E. LOBDELL.

Cambridge, Massachusetts  
April 26, \*936.

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#### GROUP A

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1. In your opinion should a Dean of Men attempt to *lead* rather than direct student opinion? Yes, 58; No, 8; Qualified, 11; Blanks, 0.

2. On the past year's experience do you feel conditions on your campus would be improved if Prohibition were reenacted? Yes, 25; No, 42; Qualified, 10; Blanks, 0.

3. At Baton Rouge it was said that present-day college students had a greater sense of loyalty to their institutions than did students of the 1920's. Do you believe this is true? Yes, 24; No, 42; Qualified, 10; Blanks, 1.

6. Do you approve of the American Student Union? Yes, 9; No, 32; Qualified, 17; Blanks, 19.

7. Do you favor the development of peace movements which attempt to secure the signing of pledges never to participate in war, i.e., the "slacker's" oath? Yes, 5; No, 61; Qualified, 9; Blanks, 2.

9. Do you feel there is a real "radical" movement among a significant number of students on your campus? Yes, 5; No, 69; Qualified, 3; Blanks, 0.

10. Have you a good solution to the absence problem? (If your answer is "Yes" bring the solution to Philadelphia, please). Yes, 10; No, 49; Qualified, 14; Blanks, 4.

11. In urban institutions, should all boarding students be required to live in dormitories, fraternity houses, or approved boarding or rooming houses? In other words, should an institution assume definite responsibility for the living conditions of every student who does not reside at home? Yes, 50; No, 11; Qualified, 13; Blanks, 3.

16. Do you think Freshman Orientation courses improve the college

performance of undergraduates? Yes, 39; No, 10; Qualified, 13; Blanks, 15.

30. Can a Dean of Men, even though he is a disciplinary officer, gain the confidence of the student body? Yes, 63; No, 13; Qualified, 10; Blanks, 1.

36. Should the jurisdiction of Deans of Men be extended to include the entire student life, with a corresponding change of title to Dean of Students, Dean of Student Affairs, or Dean of Administration? Yes, 31; No, 19; Qualified, 16; Blanks, 11.

38. Have you any solution for the problem of the "stupid student" except that laid down by Dean Moore at Baton Rouge, i.e., "to graduate such students"? Yes, 12; No, 45; Qualified, 16; Blanks, 4.

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#### GROUP B

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4. Does your institution attempt to control or censor the editorial policy of the student newspaper? Yes, 13; No, 48; Qualified, 16; Blanks, 0.

5. Do you permit the organization of admittedly Communistic or Facist groups on your campus? Yes, 15; No, 28; Qualified, 31; Blanks, 3.

8. Did your institution during the past year suspend any academic exercises under pressure of an outside organization advocating a "peace movement"? Yes, 4; No, 68; Qualified, 4; Blanks, 1.

13. Does your institution assume any financial responsibility for injuries incurred in laboratory work or other scheduled academic exercises? Yes, 13; No, 46; Qualified, 14; Blanks, 4.

14. Do you have a Freshman Day or Week? Yes, 67; No, 7; Qualified, 3; Blanks, 0.

15. If your answer to No. 14 is "Yes," do you expect to continue it? Yes, 67; No, 3; Qualified, 3; Blanks, 4.

19. Does your institution admit a responsibility for insisting that students pay off-campus debts? Yes, 19; No, 41; Qualified, 17; Blanks, 0.

20. Does your institution ever take legal action to enforce collection of loans it has made to students? Yes, 26; No, 38; Qualified, 11; Blanks, 2.

21. Do you have "cooperatives" on your campus? Yes, 22; No, 49; Qualified, 5; Blanks, 1.

22. If your answer to No. 21 is "Yes," do they play a considerable part in reducing the expenses of more than an appreciable proportion, say 10 per cent, of the student body? Yes, 9; No, 16; Qualified, 6; Blanks, 46.

23. Is a student who does outside work for self-support compelled by your institution to carry a reduced schedule? Yes, 15; No, 37; Qualified, 25; Blanks, 0.

24. In the award of scholarships does your institution discount partially the application of a student who can afford to belong to a fraternity? Yes, 22; No, 36; Qualified, 13; Blanks, 6.

26. Does your institution assume full responsibility toward a man in-

jured in intercollegiate athletics? Yes, 35; No, 20; Qualified, 17; Blanks, 5.

29. Does your institution exert financial supervision over the affairs of its fraternities, i.e., do you audit their accounts, prescribe that they may not operate unless they pay bills promptly, etc.? Yes, 18; No, 41; Qualified, 10; Blanks, 8.

31. Do you, as Dean of Men, concern yourself about students who are failing in academic work? Yes, 59; No, 8; Qualified, 9; Blanks, 3.

34. Do you, as Dean of Men, have any responsibility for recruiting students? Yes, 16; No, 50; Qualified, 10; Blanks, 1.

35. Are you, as Dean of Men, consulted about doubtful applicants for admission to your institution? Yes, 45; No, 21; Qualified, 10; Blanks, 1.

37. Does your institution have an effective "Dad's Association"? Yes, 12; No, 61; Qualified, 3; Blanks, 1.

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### GROUP C

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12. Do you regard the health program at your school as satisfactory? Yes, 38; No, 30; Qualified, 9; Blanks, 0.

17. Do you (or some member of your staff) have a personal interview with each freshman? Yes, 38; No, 27; Qualified, 12; Blanks, 0.

18. Do you give much time to vocational guidance? Yes, 26; No, 36; Qualified, 15; Blanks, 0.

25. Is the pressure for "athletic scholarships" abating? Yes, 20; No, 34; Qualified, 15; Blanks, 8.

27. Do you feel athletes are deserving of special faculty guidance? Yes, 31; No, 37; Qualified, 9; Blanks, 0.

28. Have the fraternity "criteria" been of marked benefit on your campus this past year? Yes, 20; No, 34; Qualified, 11; Blanks, 12.

32. Is it essential that a Dean of Men teach at least one course? Yes, 32; No, 32; Qualified, 12; Blanks, 1.

**Lobdell:** Let us discuss some of these questions. The first is number 8.

8. "Did your institution during the past year suspend any academic exercises under pressure of an outstanding organization advocating a 'peace movement'?" Yes, 4; No, 68; Qualified, 4; Blanks, 1.

13. Does your institution assume any financial responsibilities for injuries incurred in laboratory work or other scheduled academic exercises? Yes, 13; No, 46; Qualified, 14; Blanks, 4.

**Lobdell:** One of the qualified answers was: "Officially, no; practically, yes."

14. "Do you have a Freshman Day or Week?" Yes, 67; No, 7; Qualified, 3; Blanks, 0.

15. "If your answer to No. 14 is 'Yes,' do you expect to continue it?" Yes, 67; No, 3; Qualified, 3; Blanks, 4.

19. "Does your institution admit a responsibility for insisting that students pay off-campus debts?" Yes, 19; No, 41; Qualified, 17; Blanks, 0.

One answer: "We do not assume responsibility for the payment of off-campus debts and do not use disciplinary measures in forcing the payment of such debts or refuse registration or graduation when such debts are outstanding. I do, however, acting in my advisory capacity, call in students whose delinquent bills are reported to me, and discuss with them ways and means of clearing their credit. I should say that in about 19 cases out of 20 payment is achieved."

**Lobdell:** There are cases where release of credit and graduation are refused; and it seems that, where institutions do admit their responsibility, it is ordinarily because of a local situation. On many campuses where the student population and town population are the same, the institutions feel they have to get the money in order to keep peace in the town.

20. "Does your institution ever take legal action to enforce collection of loans it has made to its students?" Yes, 26; No, 38; Qualified, 11; Blanks, 2.

**A Speaker:** "Over a period of 15 or 18 years we have lost, including depreciation, only \$15,000 of a \$350,000 loan fund which we have, but we have enforced some of the debts by putting out these notes for collection against the endorsers. Thus we have been able to increase our loan fund constantly."

**Another Speaker:** "There are a great many disadvantages at State University, located very close to the capitol building and within easy observation of the legislature, but there are always some advantages. Our loan funds are, of course, funds donated to the university—the property of the regents—and, whereas the loaning is done by a committee on student loans and scholarships, of which I am a member, the collection is done entirely by the secretary of the Board of Regents, and he is very diligent in that capacity. His record for collections is better perhaps than that of any bank in the city, and he doesn't hesitate when it becomes necessary, when he feels that patience has ceased to be a virtue, to call upon the offices of the attorney general for pressure. The attorney general proceeds to exercise his authority and it is very effective."

21. "Do you have 'cooperatives' on your campus?" Yes, 22; No, 49; Qualified, 5; Blanks, 1.

22. "If your answer to No. 21 is 'Yes,' do they play a considerable part in reducing the expenses of more than an appreciable proportion, say 10%, of the student body?" Yes, 9; No, 16; Qualified, 6; Blanks, 46.

23. "Is a student who does outside work for self-support compelled by your institution to carry a reduced schedule?" Yes, 15; No, 37; Qualified, 25; Blanks, 0.

24. "In the award of scholarships does your institution discount par-

tially the application of a student who can afford to belong to a fraternity?" Yes, 22; No, 36; Qualified, 13; Blanks, 6.

26. "Does your institution assume full responsibility toward a man injured in intercollegiate athletics?" Yes, 35; No, 20; Qualified, 17; Blanks, 5.

29. "Does your institution exert financial supervision over the affairs of its fraternities, i.e., do you audit their accounts, prescribe that they may not operate unless they pay bills promptly, etc.?" Yes, 18; No, 41; Qualified, 10; Blanks, 8.

**A Speaker:** "We put them on the same basis as dormitory bills and, if after a certain date their bills are not extended by someone in the fraternity who is authorized to do that, the offenders are kept out of classes until their accounts are adjusted, just as if they were dormitory charges due to the institution."

31. "Do you, as Dean of men, concern yourself about students who are failing in academic work?" Yes, 59; No, 8; Qualified, 1; Blanks, 1.

33. "Are you, as Dean of Men, expected to make periodic visits to alumni groups?" Yes, 20; No, 48; Qualified, 6; Blanks, 3.

34. "Do you, as Dean of Men, have any responsibility for recruiting students?" Yes, 16; No, 50; Qualified, 10; Blanks, 1.

35. "Are you, as Dean of Men, consulted about doubtful applicants for admission to your institution?" Yes, 45; No, 21; Qualified, 10; Blanks, 1.

37. "Does your institution have an effective 'Dad's Association'?" Yes, 12; No, 61; Qualified, 3; Blanks, 1.

**Lobdell:** We now pass to Group C:

12. "Do you regard the health program at your school as satisfactory?" Yes, 38; No, 30; Qualified, 9; Blanks, 0.

17. "Do you (or some member of your staff) have a personal interview with each freshman?" Yes, 38; No, 27; Qualified, 12; Blanks, 0.

18. "Do you give much time to vocational guidance?" Yes, 26; No, 36; Qualified, 15; Blanks, 0.

**Lobdell:** Here is a reflection of the discussions which used to come up frequently at our meetings concerning the Personnel Officer.

**A Speaker:** "I think we have hit on an idea that might be worth following. We have a Personnel Bureau that does some vocational guidance; rather effective, but they probably reach a couple of hundred men a year. In trying to find some of the answers to our fraternity problem, we have found that within each fraternity chapter there are facilities for vocational guidance, and to a much greater extent than we can hope to offer through the College Administration. Among the 40 or 50 boys belonging to the fraternities, there are fathers representing some 20 or 30 different lines of business. Now, all of those fathers are in town from time to time; they are all particularly interested in that particular group, and are all willing to give time to talk before these groups, not on what a boy is qualified to do but what this or that business is all about which, to my mind, is the information they need most."



**A Second Speaker:** "Personally, Mr. Chairman, I don't see how Deans of Men can function without taking part in and being interested in vocational guidance. I'll give just two illustrations. I had a volunteer group in a dormitory a few years ago, practically everyone of whom came from the farm and, just to get acquainted, I asked them where they came from and what their fathers did. Almost without exception father was a farmer. Then I asked what course they were taking and, again almost without exception, found they were studying engineering. I followed that through to see why they had decided on engineering and every one of them said, 'Well, I knew enough about the farm to know I didn't want to be a farmer.' Therefore, they decided to try engineering, without any idea at all of what engineering meant. These men were making a choice of an entirely negative basis, rather than on any information or intelligent study of what they wanted to do. I don't think you can escape the responsibility in trying to help such a group to find themselves.

"I had another group this year, in a different sort of organization. About 20 or 30 boys were represented, and they asked me to discuss vocational guidance in a series of three meetings, which I did. I imagine they represented some 15 to 20 high schools throughout the State, most of them rural high schools. In the course of the discussion I asked if the matter of occupational studies or information, or any kind of guidance program at all, had ever been presented to them in their high schools before they came to college. In only one of the high schools out of the 15 or 20 had there been anything of the kind."

**A Third Speaker:** "We have had quite a little difficulty with the matter of college 'days' around the high schools, that is, these college people going to a high school with the idea of interesting the seniors and picking up the best students out of that group. Well, the high schools are getting tired of it and the colleges are too. In the past two years we have had a growing movement at various points located throughout the State, one in the northern part and one in the western and another in the southern part of the State, instead of having College Days, we have been holding vocational guidance or vocational conference days which some 25 faculty men from five or six or eight different colleges and universities in the district attend. The high school practically set the thing up but they have the help of the college men who are not representing their college but their profession or the vocation."

**A Fourth Speaker:** "I will say just a word on this question. I certainly agree with the gentleman who has just spoken. I think a good many of us are not as well qualified as we ought to be, but even in that case we still can't avoid it because it is tied right in with educational guidance, with choice of curricula and change of curricula right within our own program.

"May I throw out just a tiny point, which may be entirely superfluous: in our institution we have found it quite useful on occasion to employ the Strong vocational interest test in this matter of vocational guidance. I know there are some colleges that give that test to all freshmen or all

sophomores. I haven't yet reached the point where I have wanted to do that, but in a good many cases where the student has found out that at least he didn't know what he wanted to do, where he is perplexed about that and worried, the vocational interest test is at least worth trying. In probably three-fifths of the cases the results are negative, not sufficiently conclusive to give you any clue, but in 40 per cent of the cases you do get a clue which at least gives the boy something to follow up, and I think in this business of ours, anything that shows results of 40 per cent plus is one worth trying."

**A Fifth Speaker:** "I am a little disturbed about this whole question of vocational guidance, particularly from those who have made a profession of discovering aptitudes and so forth. To go so far as to call it a science, I think, would be a far-fetched statement. I am especially appealed to by a statement made here relative to acquainting these young men with what they are called upon to do if they want to get into certain professions. The ignorance of these young men relative to what business calls for in any of its several aspects—advertising, banking or whatnot, is sometimes appalling. There are other aspects; boys wanting to go into the medical profession today can be advised by most of us who are acquainted with the problems involved, and we can tell them what is in store for them but that is sometimes a delicate thing to do.

"Whatever I want to offer here today, however, rests almost exclusively upon this. I think the problem in this question of guiding and directing young men is the fathers. I would like to use some very emphatic language here; I think we've got some of the most damn-fool fathers in this particular respect in our American life that we could possibly imagine. I find it extremely difficult to tell a father, for example, that his boy is not cut out for an engineer, and I have had fathers insist that that boy should stay in engineering studies when he wanted to go into music and where that should have been his particular vocation. I do feel that the Dean of Men can function in this respect very effectively, and I believe that the contact we have with parents who are making some very serious mistakes can be made a very helpful contribution to the students' welfare."

25. "Is the pressure for 'athletic scholarships' abating?" Yes, 20; No, 34; Qualified, 15; Blanks, 8.

27. "Do you feel athletes are deserving of special faculty guidance?"

28. "Have the fraternity 'criteria' been of marked benefit on your Yes, 31; No, 37; Qualified, 9; Blanks, 0.

campus this past year?" Yes, 20; No, 34; Qualified, 11; Blanks, 12.

32. "Is it essential that a Dean of Men teach at least one course?" Yes, 32; No, 32; Qualified, 12; Blanks, 1.

**SATURDAY MORNING SESSION****at****DREXEL INSTITUTE****May 2, 1936**

**President Alderman:** As you look back over the program you will recall that on Thursday afternoon we had a session at which we took up the physical and mental health, the emotional life and the resultant behavior of students, and the attitudes that we should have toward that behavior. Yesterday morning we had a somewhat unified session dealing with student loans, student employment and, finally, student placement. I think again this morning you will see some unity in the session, where we deal with the fraternal and the social relationships of the men on our campuses.

Out of the many organizations with which our Association may have worked and cooperated, we have been closely associated with the National Interfraternity Conference. For many years one of our members has been Educational Adviser to that group, and others from our organization have been on a committee which has met with the Executive Committee in an advisory way. They have invited us to their annual conferences, and we have, for many years, had representatives of their organization with us. Alvin Duerr, President of the Scholarship Committee, of the National Interfraternity Conference, has been present with us for many of our sessions and has contributed substantially to our programs. This year, not out of any discourtesy at all to Mr. Duerr, we are making a change and have invited Mr. Harold J. Baily, the new President of the National Interfraternity Conference, to be our speaker. I am very happy to present him to you at this time. Mr. Bailey.

**"A Noble Profession"****HAROLD J. BAILY, Chairman, National Interfraternity Conference**

**Mr. President, Members of the National Association of Deans and Advisers of Men:** I would be most ungrateful if I didn't seize this first opportunity of thanking you all for your cordial and generous treatment of the National Interfraternity Conference. Some of our officers and Executive Committee have already been meeting with you. The entire Executive Committee is coming over to Philadelphia this morning and we deeply appreciate the warm, friendly feeling that we know exists between your Association and the National Interfraternity Conference.

I should like now, Mr. President, well in advance so that you men can make your plans, to invite each one of you to attend the Conference

in November. This year we are to meet at the Hotel Commodore. As usual, it will be the first and second days after Thanksgiving. There is a special dinner given to Deans and University and College Presidents by the Executive Committee, which comes the first day of the Conference, and that is the day after Thanksgiving, and I am going to ask those of you who think you are likely to come to please give your names to Dean Gardner. We hope to have more College Presidents than were present last year, and many more Deans, and if we can know how many to count on we hope to have that dinner meeting a very notable one.

I have here the reproduction of the Criteria. The Conference is planning to, and will, present to each college and university where there is a fraternity chapter, of a fraternity which is a member of the Conference, a framed copy of this reproduction. The price that fraternities and the rest of us will have to pay if we want a framed copy will be \$2.20. Delivery charges are not included.

Mr. President, the College Fraternity salutes the National Association of Deans and Advisers of Men as potentially one of the most powerful groups of men in America. Bostonians say you can always tell a Harvard man but you cannot tell him much. Rumor has it that you can't tell a Dean of Men anything; but fraternity men know you for the genial openminded and responsive friends which you are. A famous *bon mot* is attributed by Gunther to Clemenceau: "Briand," he said, "knows nothing, understands everything. Poincare knows everything, understands nothing." A good Dean of Men occupies a middle ground. He knows a lot, but not everything. He understands even more than he knows, but he admits limits to his understanding. He is genuinely friendly and he looks friendly. He is fair, he is a man of tact and sympathy, he is attractive to young men and has the ability to stimulate them without fault-finding. And he is genuinely responsive to the advances of the alumni.

When the thoughtful fraternity man lets his imagination picture the ideal Dean of Men, he sees a man of commanding intellect, fine character, and lovable personality; a man who does not look upon his calling as a job, but who recognizes it for the noble profession that it is. He sees a man who would rather continue his work in preference to anything else, for love of it, even if he were not paid for doing it. He sees an artist shaping human souls. Salaries paid Deans of Men should be so high as to attract and hold the best men our country affords. In addition, the intellectual and spiritual rewards awaiting a superior Dean of Men are worthy of every patriotic educator. Each Dean of Men should be provided with a generous allowance for travel and entertainment, and all other expenses which are necessarily a part of the fullest realization of the opportunities of his office. Why should not a Dean of Men be financially able to have students frequently at his home for dinner-table discussion of personal and college problems. Or to meet some talented and inspiring visitor to the college? Why should he not have the money for frequent week-end trips, with selected undergraduates, to visit some historic shrine; hear a great orchestra, or see the choice works of art in dealers' shops or

museums? It is not easy for a Dean of Men who is economically insecure, and whose soul is starved for music, books, etchings and paintings of his very own to win the respect and become an inspired and leader of a race of stalwart young men.

We should not sell the inspiration and education of young men and women to the lowest bidder. The human examples of the good life which we set before young men in their impressionable years, should be the finest obtainable. Yet potent ministry is no less to what you are than to what you do and say.

You should consider the advisability of establishing a graduate school for the sifting and training of men who seek to become Deans of Men. This suggestion will not meet with so warm a welcome as the plea for generous salaries and adequate expense allowances. Yet it should not be dismissed without thought. If there is any Dean who thinks that he knows all there is to know about his profession, let him remember, for instance, the story of the official in the Patent Office at Washington who, after the sewing machine was patented by Howe in 1848, resigned because all the great inventions had been made, and he couldn't conscientiously continue to receive money from the Government. Once, practically no professional training was required of lawyers; now it is a matter of course. Should it not be so with your profession? During sabbatical years, Deans of Men could go to such a school to increase their knowledge and develop their own abilities and of the younger men entering the profession those should be preferred for appointment who have taken graduate work and preparation for it.

There is a real risk that graduate work of the wrong sort may spoil a man who otherwise might have become an effective Dean of Men. Dr. Alfred E. Stearns would not employ graduates of Teachers College, for he considered their course unfitted them for teaching at Amherst. In considering the wisdom of establishing a graduate school, you may well list the studies which individually you have found helpful in your work, and those which have merely wasted your time. In all courses that can possibly bear upon your work are readily available, and if it is certain that research can have nothing to offer, let the matter be dropped. Pooling ideas as to how a dean's office should be run seems to be your usual practice. But the presumption is that research by trained specialists is likely to orient, dignify and advance your profession more rapidly than if it emulates Topsy in its growth.

A gift of five million dollars would probably be sufficient to establish a graduate school for Deans of Men at Harvard University, let us say, and seven million dollars would set up a fund which, for example, five thousand dollars a year could be added to the salaries of fifty selected Deans of Men, twenty-five hundred dollars to the emoluments of a hundred Deans of Men, or smaller sums in proportion to the number of men sharing it.

These suggestions are made to stimulate thinking and discussion by you, and giving by philanthropists. Details can be worked out when, if

ever, the desired time comes. In the meantime, and until colleges and foundations pay Deans of Men adequately, it is possible that wealthy fraternity men who are graduates from a college or university, may wish themselves to supplement the salary and allowances of the Dean of Men who is serving their own institution. This should be with the understanding, of course, that the Dean of Men would give himself to non-fraternity men as generously and impartially as he does to fraternity men.

You are moulders of character, protectors of personality; each one of you undoubtedly has an accurate and profound knowledge of the dominant characteristics of many types of personalities. Books like Haggards & Fry's, *The Anatomy of Personality*, are probably consulted by each of you, and some knowledge of psychiatry is but a part of your immediate equipment. Your fine individual character and personality are your greatest qualifications for your work as Deans of Men. Hero worship and the power of example give you twin keys to unlock the doors of influence. To make much of life we must think nobly of ourselves and of mankind. Noble and spacious thinking of our own are conditions precedent to inducing such thought to others.

Mr. President, Fraternity men expect a Dean of Men to be an all-around man, of profound knowledge, of wide interest and great enthusiasms. Should not such an ideal Dean of Men be on speaking terms with such artists as Blamfield, Bone, Cameron, and McBey in England, and with Arms, Benson, Hutty, Lewis, West and Woodbury in America? Should he not of course know Robert Frost, Williams, James and Einstein, and other poets, philosophers, and scientists, and should he not have more than a mere nodding acquaintance with Beethoven, Wagner, Meryon, Zorn, Whistler, and Rembrandt? Should he not appreciate Chinese porcelain, and have some skill in handling both the wet and dry flag? And if he has tried out the theory of fishing, and can tie his own flies, and can handle rifle, shotgun, and revolver, will he not be more appealing to the young sportsmen among his undergraduates, as he will be if he is no stranger to tennis, golf, boxing, equitation, and sailing? Will not his influence with the men he seeks to advise, be greater if in addition to the more obvious things he is prepared to discuss hobbies intelligently, from book collecting to amateur gardenin? And if he knows that rhododendrons and cultivated blueberries require an acid soil, and that the San Jose scale is not a Spanish weighing machine? Of course, no one man will become expert in many of these subjects, but here are many attractive fields which will, if explored, make one more interesting to his fellowmen and will afford him some of the durable satisfactions of life. Everyone of you can sometime open the gate for others into new gardens of beauty and happiness, merely by expressing your own preference or admiration. As Logan Piersol Smith said—"To form adequate conceptions of all things which come within the scope of our intelligence, has not one of the greatest philosophers told us that this is the ultimate aim of life, in satisfaction of which the happiness and blessedness of man alone con-

sists." "A man who has not read Homer," Paget said, "is like a man who has not seen the ocean." There is a great object of which he has no idea. The twin sisters, capacity and opportunity, are yours. America counts on your success. America learned from William James that its wealth consists more than anything else in the number of superior men which it harbors. Emerson taught us that not gold but only men can make a nation great and strong. America believes that you can have a profound effect on the American sold. You should make yourselves as cultivated, as broad, as superior as the hardest thought and the hardest work can make you. Passing within your reach are hundreds of America's fine young men. We look to you to communicate to many of them the glow of esthetic appreciation, so that they will catch fire; in some few, we confidently hope, you will discover the spark of genius and will fan it into a consuming flame.

"Geniuses," said William James, "are ferments, and when they come together, as they have done in certain lands and certain times, the whole population seems to share in the higher energy which they awaken. The effects are incalculable and often not easy to trace in detail, but they are pervasive and momentous." What power you have over human destiny! You are, indeed, members of a noble profession!

Fraternities at their best stand for everything good toward which the colleges and universities are striving. Our criteria state:

"That the objectives and activities of the fraternity should be in entire accord with the aims and purposes of the institutions at which it has chapters."

It is injudicious and uncritical to condemn the whole great and worthy college fraternity system because fraternity men have sometimes acted in a manner reminiscent of the savage tribe. The severe discipline imposed upon a youth before he was admitted to the ranks of warriors in the early days of the race was intended to make them brave, able to endure suffering and trustworthy in a crisis. College hazing has come down to us from the savage ordeal. Mature fraternity leaders have for many years been striving to diminish and wipe out the college man's craving for that relic of barbarism. It is alien to the essence of the fraternity. We need your help in persuading our younger brothers that there are other methods of destroying conceit and emphasizing courage and self-control and of making manliness the basis of comradeship. Philosophers teach that "discipline is the price that a man pays for his manhood, and the higher he aspires to rise, the greater the price he must pay." A cultured and civilized race, however, should not borrow cruel and outmoded forms of discipline from savages.

It is proverbial that to err is human and the college fraternity is not the only human institution which has not yet attained perfection. Most of us did not need to read the current *Atlantic* to learn that some newspapers have been corrupt, that others have sold their souls and a few come close to blackmail now and then. We know that some bankers have been thieves, some lawyers have been unprofessional, some clergymen

have been hypocrites, some business men have been dishonest and some politicians have been grafters. We know that the church was responsible for the terrible inquisition, and that at least one college professor was convicted of murder. Compare to what has been done in the name of religion, patriotism, business, industry, the press, and politics the shortcomings of the college fraternity are trifling. For documented proof that the colleges and universities of Pennsylvania—which no doubt as typical of many educational institutions in other parts of our country—have plenty of room for improvement, one has only to examine *A Study of the Relation of Secondary and Higher Education*. This is Bulletin 23, of the Carnegie Foundation for the Advancement of Teaching, commonly known as the Pennsylvania Study. "If the Study has done nothing else," says John R. Tunis, "it has shown conclusively that the American college degree means almost nothing as a standard of educational development." Maybe, the difficulty of the fraternity system is the same difficulty which water experiences when it tries to rise higher than its own level.

Clergymen say that the greatest moral factor in any man's life is his capacity to be inspired. Young men are particularly susceptible to uplifting influences. You spend nearly every day of the college year with fraternity men. If you will furnish the inspiration, by influence, example and precept, many things which you now think are fraternity problems are likely to melt away.

R. M. Bradley, who graduated from Harvard fifty-four years ago, wrote recently—"Should not our youth be more often advised not to go to college as a help to making a living, but to seek, if they go, chiefly knowledge that it is good to have, and the friendships that are among earth's very few best possessions." Those who know the fraternities realize that they are striving to hold constantly before their members the highest ideals and are organized for the purpose of inspiring in each member a devotion to the cultivation of the intellect, unsullied friendship, and unfaltering fidelity. Brotherhood and spirituality are the David and Jonathan of the college fraternity. The colleges have minimum standards which must be maintained as a condition precedent if a student is to remain in college. The fraternity exhorts its members to maximum achievement in every honorable labor and aspiration of life and seeks to bind its members together by brotherly bonds of mutual helpfulness. The fraternity recognizes the supreme importance of spiritual values. So does the college. Dr. Walter A. Jessup, in his thirteenth annual report as President of the Carnegie Foundation for the Advancement of Teaching, points out that American higher education— . . . "is to be rightly appraised in terms of values primarily spiritual. To these spiritual values, the American college teacher must make the principal contribution."

President Angell, of Yale, said only a few days ago—"Without the moral qualities of industry, idealism and fidelity to trust, scholarship is too often sterile and mere learning a menace." To understand the essence of the American college fraternity one has only to read what Professor John W. Burgess, Amherst, 1879, says of his undergraduate frater-



nity membership in "Reminiscences of an American Scholar." "The Greek letter societies of that day in Amherst College," he states, "were a great and unalloyed benefit to the institution and to the student, in that they established the bonds of friendship and helpfulness between the members in the different classes and forestalled class hatreds and strife. They did not then encourage idleness or dissipation or extravagance. There was not a chapter house in the town, and the dues from the members in no case amounted to as much as five dollars per annum. They held their meetings in modest, rented quarters and their functions were wholly educational and elevating. No drinking or card playing or game of any kind was allowed, and idle conversation was discouraged and frowned upon. Among the members of the classes above me to whom thanks are due from me for aid and counsel were Benjamin K. Emerson, Joseph H. Sawyer, James Lord Bishop, George Harris, Heman Humphrey Neill, Perez D. Cowan and Nehemiah H. Gage, all men of great intelligence, exalted character and sound learning, all men who have made their mark as sterling and useful citizens of our American Republic and leaders in the republic of science and letters of the world."

The powerful beneficial influence of the best in fraternity life upon hundreds of distinguished and useful citizens of our Republic is so well known to all of you that illustrations are hardly necessary. The best in fraternity supplements and enhances the spiritual values of the American college. Wealth, power, and international fame did not obscure the essential idealism and spirituality of Dwight Morrow. Probably the last fraternity initiation Morrow attended was in the fall of 1930, when his son was a Sophomore in the Amherst chapter of his fraternity. Apparently, he had not heard the ritual presented for some time, although he was a frequent attendant at his chapter's initiation banquets, and the idealism of it impressed itself upon him with new significance. Those who listened to his banquet address were inspired by a great fraternity speech by a great man. Fraternity friendships and fraternity ideals helped give purpose and inspiration to Morrow's life, for his love for the chapter and the men in it could have rested on nothing that wasn't abiding. In addressing a class at Yale he is quoted as using words which have a familiar ring to members of his own fraternity: "Try and get a contemplative insight, because without it your whole life will be a bungling and a futile thing. Begin to understand what it is all about. Get wisdom because wisdom is the principal thing. Get understanding, and when 'thou goest thy steps shall not be straightened, and if thou runnest, thou shalt not stumble'."

Charles Edward Garman taught in his philosophy course at Amherst College that it is a general law of all mental life that consciousness of self is possible only through consciousness of objects and that a similar law applies in moral life and the social order. This law was reduced to the formula: "A" determines himself never directly, but always through "B." This means that a man determines his character and personality

by the attitude and relations he assumes toward his world of nature and persons.

Postulating a strong Dean of Men and adapting Garman's formula to the relationships of a Dean of Men to a fraternity chapter we find there are only four possible spheres of action for the Dean of Men, due to the four possible phases of the fraternity chapter since the Dean of Men's action will be limited to the change in the fraternity chapters.

1. Fraternity chapter may be strong and do right.
2. Fraternity chapter may be strong and do wrong.
3. Fraternity chapter may be weak and do right.
4. Fraternity chapter may be weak and do wrong.

(1) is the sphere of action, the sphere of dealings between equals; here action and reaction should be equal. In everyday life this is the sphere of business. This is the normal wholesome plane upon which we should strive to place all of the relationships between deans of men and the fraternities.

(2) is the sphere of punishment where action must take the form of resistance to the wrong-doer.

(3) is the sphere where the strong must help the weak; in everyday life it is where charity comes in.

(4) is the sphere for the atonement, where the strong must resist the weak wrong-doer by assistance. Further discussion of these four spheres is beyond the time limit and scope of this paper, but thoughtful consideration of this analysis may tend to clarify the relationships between fraternities and deans of men.

Out of the heart are the issues of life. We may analyze relationships to the extent of our ability, but the beautiful, enduring, soul-stirring things in fraternity life are intangible. Just one week ago tonight I heard a man say at Bethany, West Virginia, what fraternity membership meant to him on the night of December 12, 1929. He said he had been waiting five years to tell this to his fraternity brothers. He was on the shores of frozen Hudson Bay in Labrador and struggling back, tired and haggard, to his cabin at the close of the day he was greeted by, "Hurry in here, George, they're going to sing to you." Then over the radio came the measured tones—"This is Station KDKA, Pittsburgh, Pa. The boys of Psi Chapter of Beta Theta Pi are going to sing to Dr. George M. Sutton, a member of their fraternity who is 2,000 miles away in northern Labrador. We hope that by chance he may hear this broadcast." And then came the voices of twenty of thirty college men, singing—

"And when a brother offers you  
His hand you may be sure,  
His heart is in the bargain too,  
And all he has is yours."

—and other songs, perhaps one our beloved Dean Coulter wrote when he was an undergraduate.

In telling of this experience, the head of the Department of Ornithology of Cornell University said—"From our fraternity experiences, we should learn to like our fellow-men the better and to superimpose on our civilization what Beta has given to us. 'Who singing,' asked an Eskimo guide. 'Why, those are my brothers,' said Dr. Sutton. 'Must be very many family' was the only rejoinder."

Thomas Jefferson planned for the people of our country a good standard of living, and a high standard of education, culture, and attainment. Even when 1929 boom was about to burst, the vast majority of Americans did not have the abundant life which could have been theirs had Jefferson's dream for America been realized. However, as we reflect upon what has occurred during the last decade in Italy, Germany, and elsewhere, we should be thankful for the free and popular institutions of our land, and we are justified in hoping for better days ahead. History teaches us that our country's future depends upon the character and intelligence of our population, guided, persuaded, moved and swayed by the master spirit of our time. Whence shall wise and trustworthy leaders come if not from our colleges and universities? It is not the great joint work of the fraternities and our educational institutions to develop and inspire the needed leaders and the requisite thousands of trained supporters if the great mass of our people are to be wisely guided? In this work, the Deans of Men will play an increasingly vital part. You will remember how Ambassador Page, in his *Life and Letters* tells of calling so urgently for America to assume the leadership of the world. America did not respond to the call, and now H. G. Wells complains we have no vital social and economic philosophy at all. He reminds us that only Britain and America have the necessary freedom of speech and mind left to work out a conception of a new order, and that the only way out for America, and for mankind, is up. Are the Deans and the college men of the country, whether members of fraternities or not, going to permit our country to go low and drag the world down with her, as Wells prophesies will happen "if America does not go high, resolute and proud"?

Let Edward Everett phrase our answer, in words that ring down the corridors of time. I quote from his Phi Beta Kappa oration, pronounced at Cambridge, August, 1824: "Here, then, a mighty work is to be fulfilled, or never, by the race of mortals. The man who looks with tenderness on the sufferings of good men in other times; the descendant of the Pilgrims, who cherishes the memory of his fathers; the patriot, who feels an honest glow at the majesty of the system of which he is a member; the scholar, who beholds with rapture the long-sealed book of unprejudiced truth opened for all to read—these are they by whom these auspices are to be accomplished. Yet, brethren, it is by the intellect of the country that the mighty mass is to be inspired; that its parts are to communicate and sympathize, its bright progress to be adorned with becoming refinements, its strong sense uttered, its character reflected, its feelings interpreted to its own children, to other regions, and to after-ages."

We are of the lineage of Shakespeare, Bacon, Milton, Locke, Newton, Washington, Jefferson, Franklin, Lincoln, and Edison. They were all men of unconquerable love of liberty and of learning. The heritage which has come down to us from them must not be trampled under foot. It is our joint opportunity and privilege as deans of men and fraternity leaders, to give direction to the lives of many selected college men. The direction their lives will take will be determined by the ideals which encompass them. In our grasp is the dazzling prospect of having something to do with shaping the future of our country, a future which our own character, our own principles, our own actions will do something to stamp with shame or with glory.

**President Alderman:** I think our applause, Mr. Baily, conveys to you our appreciation of this paper. Mr. Baily's paper is now open for discussion.

**Evans:** I would like to ask this question, as belonging to a non-fraternity school. Schools of our type are hearing it said frequently that the fraternity system is waning, perhaps is doomed. What would be your frank reply to that, that the fraternity system is on the way out? Is that a fair statement, as the rumors have it?

**Baily:** All that I can say would be my own personal opinion, and, perhaps, colored by contact with other fraternity men. We don't believe that that is the case. We hope it is on the threshold of a new and more important day. If you have some more specific question that you wish to ask, I will undertake to answer it.

**Warnock:** I think the question asked just now is rather important. I meet with a good many people in my institution, some of them on the Board of Trustees, some of them pretty highly placed, who are asking the same question, and I am afraid they are taking too much for granted. Even if I were opposed to the fraternity system, which I am not, I don't think I would bet very much money or bank very much on its going out. The history of the American college fraternity is simply this. It has been a national institution in our undergraduate life for over a century. It has persisted through many changes in the social order, and if you examine its history you will discover that it has lived, it has persisted, because it has been flexible enough to respond to the attitudes of social changes. We like to say, those of us who are fraternity men, that the fraternity that we know, fundamentally is the same fraternity that the founders knew. Well, in certain spiritual characteristics, perhaps that is so but those of us who have studied the background of the history of fraternities know that the changes that have taken place in the American college fraternity have represented very closely the changes that have taken place in our social order. It can float with the current.

There is no doubt in my mind that we are going to have American college fraternities with us as long as we, as Deans of Men, have to work with student bodies. I have made up my mind to that and I have said to the people in my organization who have thought that we might possibly capitalize on this opportunity to get ready for a different situation, that

that is all foolishness. It is a waste of time to expect that thing, that it is not going out. What we can expect, I think, is a reproduction of what has happened, time and time again. The American college fraternity is going to change, to adjust itself to new social conditions, but what those changes will be I don't think we can predict. Personally, as I see the future, I think for economic and other reasons, the fraternities are likely to change in the ways that some deans of men for years have hoped that they might change, in ways in which we have tried to change them.

I would say for one that in my planning for the next several years, I certainly am not basing any hopes or fears that the college fraternity will disappear from my campus. I expect to have its problems, I expect to have its opportunities as long as I am a Dean of Men. But I do expect it to change.

**Hamilton:** I would like to ask what progress the Criteria are making among the fraternities.

**President Alderman:** I was just rising to say that question No. 28 was laid on the table yesterday, I believe to be discussed this morning, if there were any disposition to do so. That question reads—Have the fraternity Criteria been of marked benefit on your campus this past year? And you remember, 20 men said "Yes," 34 said "No," 11 qualified their answers and there were 12 blanks. I suppose the blanks went out to some colleges where there were no fraternities. Mr. Bailey, have you anything to add to that?

**Baily:** Thank you, Mr. President. I was going to say that you men, individually and collectively, would probably know more than I do about it, but we have had committees working in cooperation with the college. The Executive Committee has been organized and for the last three or four years, as many of you know who have attended the Conference meetings, or who have read the Year Book, know there is an earnest effort made to cooperate with Deans and college Presidents and the institutions. Word comes in to the Executive Committee—and one of the active members and the Secretary of that committee, Mr. Maurice Jacobs, is in the room—and this afternoon at our Executive Committee meeting, which meets with your Educational Advisory Council, composed of five Deans of Men, will spend considerable time in discussing some of the results of the Criteria. I think that reports that I have received personally from fraternity workers who are on the firing line is that we should feel much gratified with the results of the Criteria. Fraternity men are beginning to realize that they have a considerable responsibility.

I imagine that many of the Deans, who thought that just the mere little pronouncement like this would revolutionize the character and practices of fraternity men, have been disappointed. But we mustn't expect too much right away. But this plan of ours, to have them distributed so they will be available in your own offices or the office of the President, and that each chapter house may have one in its livingroom or library, and gradually keep at it year after year so that the undergraduates will realize that this is something not merely to give lip service

to and leave in a Year Book, but something that we strive to get them to act upon, I think then we can feel very well pleased with the progress that is made, realizing that there is plenty of room for improvement. And I am going to ask Mr. Jacobs if he has anything from his recent correspondence in connection with his work on Hell Week and kindred practices that would aptly help to answer the question which has been propounded to me on the Criteria.

**Jacobs:** If we are to take the evidence as admitted by the Deans of Men, published in our Interfraternity Year Book, I would definitely say that the Criteria have had a telling effect on the various campuses. All we know is the statement made by the Deans telling us that these Criteria have been accepted, have been used as a working basis by the local fraternity conferences and by the Deans of Men, in trying to establish better relations between fraternities and college administrations. In the new work which we have attempted this year, the elimination and substitution of something for Hell Week, I think we have something which we may be able to complete this afternoon, which should be of interest to you. I worked on the final drafts of the papers last night, and it has been interesting to check up the fraternities' answers to the questionnaires. The answers from 94 colleges seem to tell the same story—the colleges want the fraternities, the national fraternities, to make the first stand, and the colleges will back them up. The fraternities say, "We can make the laws and can't enforce them and we want the colleges to take the first stand and we will back them up." So it seems to me this is going to be a real problem for the colleges and fraternities to get together again and complete our real task.

The fraternity Criteria are the first evidence of cooperation, and those seem to be accepted.

**Massey:** My personal experience with the Criteria has been good. When I called together the heads of all the chapters and suggested that they had a real opportunity to acquaint the men with the objectives and ideals of fraternities, each fraternity purchased, through my office, one of the little books, "College Fraternities," in which the Criteria was given. Then each chapter appointed a special man for the training of the Freshmen, and for a period of about three weeks, they went over the Criteria and all the rest of this little booklet.

**Baily:** I wish that every one of your members would give attention to the latter part of the Criteria.

If you remember, it says—"These Criteria should be applied in close cooperation with the administrative authorities of the institutions. Detailed methods of application will necessarily vary in accordance with local conditions." Then it says: "It is the purpose of the National Interfraternity Conference to offer detailed suggestions after further study and investigation regarding practical steps to make this cooperation effective. But in addition, we must realize that there is every reason in the world to expect, as the months go on, that they can be improved, things can be added to the Criteria to make them better."

**Armstrong:** Mr. Chairman, I think this opportunity to have Mr. Bailey give a short resume of the present activities of Interfraternity should not be lost. I was tremendously pleased with the address he has given; at the same time, there are men here who do not attend regularly the National Interfraternity meetings, and I think it would be a service to this Association to have you make such a resume as you care to make, regarding the activities of the Interfraternity Conference.

**Baily:** As a part, a very important part of the Conference's activities, I think I should first mention the work of the College Fraternity Secretaries Association. It is part of the Conference work, grew up under the wing of the Conference and, on the day before Thanksgiving for the last three or four years, the Secretaries have been having an all-day meeting and a dinner. These College Fraternity Secretaries are the men who are the executive leaders of their respective fraternities. I think that up from that active group, much of life and interest and worth has come into the Conference. Many live interesting topics are discussed by the College Fraternity Secretaries.

In addition, there is the Association of Editors of Fraternity Magazines. This is a very important group of men because while some of us may talk once in awhile to one chapter in some part of the country, the editors, if they are striving to reach the man to whom their magazines go, can exert a constant power, and it is the secret, of course, of advertising. The editors are a very valuable group.

Probably one of the most interesting things that has developed recently in the Conference is what has come to be known as the commission which is in charge of an audit of college and fraternity experience.

**Bailey:** The Commission has been working since the Conference in November. Dr. Duerr is, I should say, the leading spirit on that Commission, and he has been Secretary of it. At the moment, the necessary and large sum of money required to carry it through has not been secured from any one of the two or three foundations which might, possibly, be equipped to furnish the money. But we believe that the work of that Commission, in just whatever form it may take, will be very helpful in furnishing the facts and in concretely doing some of the things that all of us would like to have done through the fraternity.

**McCreery:** My only comment was this: it seems to me that the fraternity Criteria are, quite necessarily, a generalization. It seems to me that the next step that could be taken by Deans of Men in conjunction with their local Interfraternity Conferences, would be to make an interpretation of these Criteria for their own campuses. It seems to me that to your undergraduates, the sentiments expressed in these Criteria won't mean anything until they are applied specifically to each campus, and if they were drawn up with that idea in mind as clearly as they have been here, it would be quite effective, I think.

**President Alderman:** When Dean Armstrong sent out his *News Letter*, there was included among them one that provoked considerable comment and about which the men said they would like to know more.

Dean Findlay, of the University of Oklahoma, wrote in that letter, you recall, something of their plans and organization at his institution for the non-fraternity men, and he is going to tell us in his paper of the actual workings of that system on his campus. Dean Findlay.

### **"The Independent Men's Association—An Effort to Integrate the Non-Fraternity Man"**

**DEAN J. F. FINDLAY, University of Oklahoma**

The Independent Men's Association at the University of Oklahoma is a product of several factors at work:—the depression, the FERA (now the NYA), the sense that the independent men had distinct needs which were not being met by the University, and unusual student leadership.

The depression gave the University an increasing number of non-fraternity men who were attempting a college education "on a shoe string." A large proportion of these men were leaving school at the end of nine months—maladjusted, disappointed with their experiences, still unacquainted with their fellow students, and poorer in health than when they first set foot on the campus. Their slim pocketbooks did not permit attendance at the usual social events. Many did not attend a party or social function all year.

When scholastic troubles came on, there was no chapter preceptor or tutor available for them and they had no money with which to hire the services of a private tutor. Only a few non-fraternity men were taking advantage of the intra-mural program, partly because there was expense for equipment and partly because there was no well-developed organization for independents. Independent teams usually were of mushroom character. A team might hold together during a single sport but seldom did a team of non-fraternity men compete thruout the entire intra-mural year.

The FERA made it possible to utilize the services of student leaders on something other than a volunteer basis. From the out-set we realized that the plan would not be effective without a great deal of labor. The non-fraternity group to be served was so large that a few moments given each day by volunteers would not suffice to get it well organized. By using men from the FERA lists, we were able to secure leaders who could be depended upon to give three hours of hard work each day. We figured that if the ground work could be well established by the efforts of men such as these on a paid basis then later the plan could be manned with volunteer help.

The fraternities had more and more been demonstrating than scholastically, socially, and intra-murally—constructive results could be attained for the individual when there is group-responsibility for him. It seemed logical to take the position that what was good for fraternity men in these fields must also be good for non-fraternity men—if only some



medium of expression could be provided. We determined to try to work out some concrete form of expression for the independent man.

Finally, coincidental with these first three factors, came the fourth and most important of all. Even if we had been able to put on a still larger group of workers, if the need could have been more clearly visioned, and if a more effective program could have been outlined, it would have failed if we had not been fortunate in the students selected for the task of leadership. The fates blessed us with men who spent many more hours on the job than they ever were paid for, men who soon caught the spirit of the thing to the point where the major item with them was the fun of creating something really big and vital on the campus, men who knew how to be patient, how to take discouragement, how to work well together, and most important of all, men who actually could and did lead.

Now, to understand our problem let me summarize for you the aspects of our campus situation. Norman is a small town of ten thousand. The university is situated on one edge of this town, surrounded by a residential district largely made up of rooming houses and fraternities. In the former about 2200 men students are housed. The University has no dormitory facilities for men. There are two small private dormitories near the campus. The fraternities house approximately 1,000 additional men. The fraternity houses are scattered thruout this residential district, though there is also a so-called fraternity section where the majority of the houses more recently built have tended to go up. This physical intermingling of boarding houses and fraternity houses is an exemplification of the intermingling of the fraternity and non-fraternity men on the campus. There is a maximum of wholesome democracy and a minumum of the "barb-greek" antipathies. Of course, there are elements of divisiveness which crop up from time to time, but I have observed nothing serious in the last seven years which has tended to place all the fraternity men on one side of an issue and the non-fraternity men on the other.

Our strategy from the first, and continued to the present, is as follows: we divided the territory adjacent to the campus where almost all the students live into districts, six in number. Instead of trying to keep these districts similar in area, we tried to arrange them in such a way that the total number of independent men in each district would be as nearly that of its neighbor as possible. This was particularly important from the point of view of satisfactory intra-mural competition. To each of these districts we assigned a leader called an organizer. It was to be his first responsibility to get acquainted with every mar in the district. The program was allowed to wait until confidence in the organizer could be established in the district. A seventh man was chosen to whom no district was assigned. To him was given the job of General Manager of the entire plan. He was an older man, to whom responsibility could be fully given and in whose judgment a great deal of faith could be placed.

Under the leadership of this general manager, weekly meetings of the

organizers were held in my office. At these meetings a log of the week just closed was required of each organizer, the problems of the week were discussed, and the assignments or work specifications for the next seven days were not only discussed, but a written outline of their main points was given to each man. Preceding the meeting the general manager and I had conferences, often lasting two or three hours, in order to work out the strategy to be carried back into the districts. No two things were more important in the initial work of the Association than these conferences on strategy and these weekly meetings of the organizers. They provided continuity and permitted cohesion to develop in the organization and in its policies.

It early became apparent that some kind of house organ would be needed to carry on the propaganda of the Association and to carry word word regularly to each independent man concerning the activities of the districts. The Student Daily for various reasons did not seem to meet this need. Therefore, with the cooperation of the Journalism Press, the Independent Men's Association published once each two weeks a small paper which was distributed by the organizers to the rooms of the non-fraternity men.

Finances from the very first have been of considerable concern. A per capita tax was impossible and the University could not subsidize the expenses of the program. Awards, intra-mural equipment, funds for smokers and picnics, money for indoor games, and funds for paying part of the initiation fees for independent men who became eligible for Phi Eta Sigma—all had to be underwritten. A price was set for I. M. A. dances at 25 cents per couple and 40 cents per stag and after paying all expenses for each dance there has been, on the average, nearly \$30 profit after each such party. At present there is about \$300 in the treasury.

The question of naming the six districts soon came to the fore. Greek letters were taboo because the men did not want to copy the fraternities in this matter. Someone suggested that since Oklahoma is traditionally a part of the old cattle country, cow brands be taken from some of the best known ranches of the Southwest would be appropriate. So we now have the districts named Seven Up, Chain C, Spur, Half Circle Hat, Flying U, and Bar Lo. In keeping with this spirit, the house organ just referred to was named "The Round-up."

The mechanics of the organization did not stop with the general manager and the six organizers. From the outset it was recognized that the movement would be a success only in proportion to its ability to enlist the interest of men in the rooming houses. A board of directors was set up in each district, each board composed of from five to eight men. These men were chosen by the organizer in the light of their interest, ability, and willingness to work. To each director some particular job was assigned such as managing an intra-mural team, sponsoring a smoker, working up a district dance, or distributing "The Round-up." At regular intervals each board meets and works out the strategy for the district activities in much the same manner as the organizers work it out for the

association in the weekly meetings with the general manager. This spring, in recognition of the services of these directors, numbering about 40, shields were awarded.

The last step in the mechanics of the organization came with the establishment of key men in each major house. These men were responsible for keeping the contact open with the men living under the same roof with them. Awards will be made to them for the first time this spring in recognition of their work. They keymen meet twice each month with the same set-up as the board of directors' meetings. Each keyman presents the problems of his own house. He is the pulse of the organization. He reports on the social, intramural and scholastic needs of the men in his group and gets these same men into the activities which they need most. When a district meeting is held or a social event is put on by the entire Association, the keyman is instrumental in getting a turn-out.

The Association works with the Women's Athletic Association in getting social contacts made between backward boys and girls, who do not have friends or the money for dates. The W. A. A. has developed a somewhat similar system of districts and leaders, to that of the I. M. A. The two associations cooperate closely in working out parties and mixers.

At the beginning of the present school year the list of organizers was doubled, thus giving to each district a head organizer and an assistant. This group has developed its program under three main heads—scholarship, social life, intra-murals. Observing the effectiveness of tutors in many of our fraternity houses three older men were secured from the N. Y. A. who were given the status of organizers, who met with them weekly in order that the work would be coordinated and who helped scholastically delinquent Freshmen. These men have been trained in the case-study procedure and in remedial techniques. This spring they are concentrating on about 30 mid-year freshmen and are doing some rather remarkable work in other fields than tutoring. A scholarship cup is awarded each semester to the district having the best grade point average. Originally every individual independent man who earned a straight A average had his name engraved on a large plaque, but this present semester the plan has been changed so that about half of the initiation fee for Phi Eta Sigma was paid by the Association for all independents who were eligible and who had limited finances.

The social program easily divided itself into two sections: for those who danced and for those who did not. The Union Ball Room has been reserved for two dances per month. Each dance has had at least 350 in attendance. A student can bring a date and have an evening's fun for twenty-five cents. A number of students do not know how to dance. To meet their needs a dancing class was inaugurated with a paid instructor and pianist. No charges were made to independent men for this service and fifty men each semester have received instruction. For those who do not care to dance two kinds of parties have been held. Each district has a headquarters which is oftentimes in the largest room in the neighborhood. The landlady permits the boys to use the living room for their

meetings. Here the organizers and the directors put on a party each month with games and refreshments. Approximately nine hundred and fifty students attended these socials during the first semester. In addition there have been a few parties given by all the districts combined. These have been given on the campus in a building where a combination of a lounge, gymnasium, and kitchen offered opportunity for table games, active games and refreshments. The cost was ten cents per person. The parties were so successful that attendance had to be limited to 200 since the facilities would not accommodate more. Again, a real service was rendered that type of student who hitherto had not made friends and had not had an opportunity for social expression.

In the fall a carnival is given which utilizes the entire Union Building and provides amusement and entertainment for those who dance and those who do not. In the spring an entire day is given over to outdoor sports in which the competing teams are made up of both boys and girls. There are a dozen or more picnics held ranging from a few couples to forty or fifty students. Every district has a smoker monthly where entertainment is provided for the men who attend. One of the finest developments has come from the investment of a little money in such table games as monopoly, and ping pong. These are made available on Friday and Saturday nights in the Union Building to individuals or couples who wish to use them. They have been extremely popular and have provided at least part of the answer to the student's perennial question: "What can we do?" Best of all, it helps to solve the problem of the boy who wants to date but hasn't any money with which to entertain his girl.

In intra-mural athletics, there have been teams entered in every sport from every district during the first semester of the present year. Approximately four hundred men from the six districts have taken part. Championships have been won in wrestling, handball, basketball, free-throws, track, and horseshoes. The Independent teams if winning the championship, have produced the runner-up in almost every sport that required team entries. There are twenty-six sport events during the school year.

Intramural activities in athletics alone did not satisfy the independent leaders so intra-mural debate was organized among the six districts. The two best teams held the final debate by radio, broadcasted to the state over the University's Station WNAD. Silver individual awards were provided by the Association to the members of the best team.

Several other interesting projects were carried out by the men. During Freshman Week and registration days, they maintained an information booth at a strategic point on the campus which later was described by the Registrar as the most important single help in orienting students and smoothing out difficulties in the registration process that the University had. A considerable number of men leave our campus, especially week-ends, by the hitch-hiking route. The I. M. A. established a large travel board in the lobby of the Union Building on which individuals desiring a ride post their requests and on which individuals wishing

passengers likewise make their wants known. An inspection of the board at intervals shows it invariably covered with notices.

A year ago this winter there seemed to be a demand for social hygiene lectures. Six faculty members qualified to speak in this field were contacted and a series of discussions and forums were held in four of the six districts. Judging by the comments of a considerable number of students, these meetings answered a need which no other agency on the campus had attempted to meet.

The organization will probably enter its third year recognized as one of the most important groups for men on the campus. Politics has been kept out of the picture. There is no written constitution, which may account in part for this phenomenon. This summer, as was the case last summer, the originators and general manager will keep in touch with each other by means of a round-robin letter in order that enthusiasm will not wane and that plans will be matured satisfactorily for the fall semester. The men are anxious to have their organization spread to other campuses where more or less similar needs of independent men exist. Whatever aid our student leaders can get from their experience and their organization to those who are interested in the work will be gladly provided.

**President Alderman:** The paper to which we have just listened with such interest is now open for your discussion,—the general problem of the unaffiliated man on our campuses, and our relationship to him.

**Barrows:** Are the men acting as organizers or managers directing this organization fraternity men, or is the entire structure made up of independent men?

**Dean Findlay:** The entire structure is made up of independent men. But there is interplay between the fraternity men on the campus and the Independent Men's Association. There has been a definite move on foot from the very start to keep the two groups close together, instead of permitting a gulf to separate them. We hope to continue that as a permanent experience.

**Turner:** I would like to inquire how many of the men are paid.

**Findlay:** Just the General Manager and the District Organizers. That would make thirteen men.

**Barrows:** What proportion are fraternity men on your campus?

**Findlay:** There are approximately 3600 men, and as I indicated, there are very close to a thousand fraternity men.

**Warnock:** May I ask how these Organizers are appointed?

**Findlay:** It was done last year by myself and the General Manager. This year I have deferred to the judgment of the General Manager almost entirely.

**Warnock:** But you haven't yet reached the point where you feel you can allow the rank and file of the members to select their officers?

**Findley:** No, that's one reason why we don't have politics in it. I suppose, because we don't open the situation as yet for election.

**Dirks:** I think Dean Findlay spoke about the man who is probably the head of this, as being an "older man." Do you mean by that a graduate student, or how do you get your "older man" in there?

**Findlay:** He is a professional student in the Law School, a Junior in the Law School.

**Kelser:** May I ask what part of this organization takes in college lectures, or university lectures?

**Findlay:** We have on our campus two very strong political parties, the Administration Party and the Students' Party, and there again, as I remarked in the paper, it is not a Party and Greek situation for both parties are made up of fraternity and non-fraternity men. We have diligently, in season and out of season, at meetings of the Independent Men's Association, counseled and urged that all independent men, if they wanted to vote in one political group or the other, go ahead and vote as individuals but not to take the Independent Men's Association as an association and inject it into politics. So that during the last two years,—the existence of the organization,—there has been no attempt whatsoever to give it a political complexion, no slate has been put up on the campus for any campus offices.

I think that there is another feature to that particular problem which is interesting. The political leaders of both the two parties have come to realize, and have said to me in so many words, that if the Independent Men's Association, as a group, ever was to enter the arena and array itself against either political party, that political party would be doomed. So it happens to be a rather happy situation in which neither political party wants to encourage the I. M. A. to take sides.

**Hamilton:** How are the officers apportioned; do the Independents get their share of them, according to their numbers, or how are they distributed?

**Findlay:** They get a large number, but I don't think it is quite in proportion to the size of the group on the campus.

**President Alderman:** Thank you very much, Dean Findlay. I am certain many of us will be interested in reading the details of this and digesting them as they come out in the minutes.

At this time, I am going to step aside and have two or three items of business presented before we go on to the third and last paper of the morning.

First the report of the Secretary-Treasurer, who will report for himself and also for the Executive Committee.

**Treasurer's Report for the National Association of Deans and Advisers of  
Men, February 28, 1935, to April 30, 1936**

**Receipts**

Balance brought forward .....	\$ 453.39
Registration fees, 1935 meeting .....	44.00
Dues collected for 1934-35 .....	10.00
Dues collected for 1935-36 (73 members) .....	697.00
Minutes .....	4.50
	<hr/>
	\$1,208.89
Items uncollected .....	40.00
	<hr/>
Total .....	\$1,168.89

**Disbursements**

Printing and mailing minutes and reprints .....	\$ 278.51
Reporting 1935 meeting .....	87.13
Convention Expense, 1935 meeting .....	29.75
Miscellaneous printing and mimeographing (questionnaires, letterheads, etc.) .....	58.70
Postage .....	58.22
Express .....	4.24
Telegraph and telephone .....	2.99
Stenographer .....	30.00
Binding minutes .....	16.00
	<hr/>
Total .....	\$ 565.54
Balance on hand, April 30, 1936 .....	\$603.35

**Gardner:** The Executive Committee recommends the Treasurer's report for your adoption.

**Bursley:** I move the acceptance of this report.

**Massey:** I second the motion.

... Question put and motion unanimously carried. . .

**Gardner:** The second recommendation of the Executive Committee is that the National Association of Deans and Advisers of Men request Associate Membership in the American Council of Education.

**Armstrong:** I move the acceptance of the recommendation.

**Cole:** I second the motion.

... Question put and motion unanimously carried. . .

**President Alderman:** I am going to ask if Dean Armstrong, our Editor, has a report to make.

**Armstrong:** The one reaction that I want to present to the *News Letter*, is this. I made an attempt this past year to get the *News Letter* out earlier than usual. I was somewhat disappointed for the reason that a large number of you hadn't gotten into the work of the year and, consequently in your *News Letter*, didn't give such things as Dean Findlay gave here, namely, the things that you are primarily working on, things of special interest. If you, when you write a reply to the *News Letter*, will be kind enough to give me some indication of the special problems that you are working with, the special projects that are peculiar to your own situation, it not only gives the rest of the membership a splendid idea of where they can get information, individually, but also is of material help to the President in formulation of a program, and that is no small job.

Furthermore, it is necessary in our correspondence, to send out something in the nature of a form letter. I wish it were possible to write to every man individually. I have attempted to make that general letter as personal as I possibly could, but I am working under certain limitations, obviously. If you will take it as a personal letter, and take half an hour away from the pressure of routine and sit down and tell me more about yourself, personally, we can get a more interesting *News Letter* from it.

I should like to ask whether we should circularize the Eastern Association.

**President Alderman:** You have heard this vital suggestion. I take it that we have circularized those who have belonged to the Association?

**Armstrong:** Yes.

**Metzger:** I think, since the question has been raised, that I am expressing the feeling and opinion of all the men who are associated with the Eastern Association that in no sense do we consider our connection with the Eastern Association preempting our connection with the National Association. We are very happy to have recognition by the National Association, so far as our personal connection is concerned. The Eastern Association, we thought, perhaps, to speak of it as having been arranged so many times we couldn't get together by reaching you people when you met far West, and we felt the need of some sort of deliberation over our problems, and so a group of us here in the East met in that way. It is not at all intended to be in opposition to the organization to the organization known as the National Association, and we want recognition as Deans of Men in our own particular fields.

**President Alderman:** I will call at this time for the report of the Committee on Resolutions. Major Cole.

**Cole:** Mr. Chairman and Fellow Deans: I am going to ask the Vice Chairman of the Committee to read the resolutions.

**Trautman:** Mr. Chairman, your Committee on Resolutions wishes to report as follows:

WHEREAS, the 18th Annual Meeting of the National Association of Deans and Advisers of Men, held under the auspices of the Drexel Institute, April 29 to May 2, 1936, has given us occasion and opportunity both



to welcome into our fellowship new men who have come into our field, and to renew precious friendships made in our former meeting, be it

**RESOLVED:** that we express our grateful appreciation and sincere thanks to all those who have made this a memorable occasion, to wit:

To President Parke R. Kolbe, Dean L. D. Stratton and other officers of The Drexel Institute, for their generous and inclusive hospitality;

To Dean Harold Speight, and the officers of Swarthmore College for their kindly consideration and hospitality;

To President Wm. E. Alderman, for the excellent and consistent programs; and to the speakers, members, and particularly invited guests, for their able and helpful contributions;

To our own Stanley Coulter, for the inspiration of his presence and his address;

To the ladies of The Drexel Institute, and of Swarthmore College for being gracious hostesses to the ladies of the Association;

To our efficient Secretary, and to the Executive Committee for their services; and

To the Bellevue-Stratford Hotel for ministering to our every want.

**BE IT FURTHER RESOLVED**, that the Association again state its interest in the N. Y. A. program, and ask for continuous thoughtful consideration of the special problems which colleges and universities face in local administration of the program; and

That we again call attention to the Fraternity Criteria and express our continued approval; and

That we express our appreciation to the National Inter-fraternity Conference for the friendly spirit toward the Deans and Advisers of Men, and particularly for the invitation to the Annual Conference meetings, and the many courtesies extended on those occasions; and,

**WHEREAS**, the National Association of Deans and Advisers of Men recognize that the college fraternity potentially offers a valuable solution of the problem of social life of a large proportion of the undergraduate student body, and

**WHEREAS**, the function of the college fraternity has never been established clearly enough to insure its intelligent utilization in harmony with the educational objectives,

**THEREFORE, BE IT RESOLVED**, that the National Association of Deans and Advisers of Men, urge that a study of the entire fraternity problem be made by a committee representing both our educational institutions and the fraternities and under the auspices of some organization which would insure the ready acceptance of any findings and conclusions and that such a study be made with the sole purpose of formulating a practical plan for making fraternities a more constructive force in undergraduate life.

This is the report of the Committee. I move its adoption.

**Dirks:** I second the motion.

**President Alderman:** Is there discussion on any one of the points that were raised?

... Question put and motion carried ...

**President Alderman:** I think at this time we will also have the report of the Committee on Nominations and Place. So may I call upon Dean Bursley, who is making his first appearance at this time but he has worked hard to get here and we are glad he made it.

**Bursley:** Mr. President and Members of the Association:

I am sorry I haven't been here before, but I really had to be in Ann Arbor, to act as host to our host here today; President Aydelotte spoke at our Honors Convocation yesterday.

We have had our meeting this morning and, after considerable deliberation, decided to recommend the following ticket for officers for the coming year. The first two officers have practically made places for themselves and there didn't seem to be anything that we could do to help renominating them. I refer to Dean Armstrong, as Editor, and Dean Gardner for the position of Secretary-Treasurer. They had no competition at all and, therefore, we nominated them.

For the position of Vice-President, we recommend the selection of Dean Turner, of Illinois, and for the position of President, Dean Lancaster, of Alabama.

The decision as to place of next meeting we decided to leave to this meeting. After going through the invitations from various places, there seemed to be two that stood out above the others. These two are the invitations from the University of Wisconsin, at Madison, and the University of Texas, at Austin. So we have decided to leave it to a vote of the group as to place.

I would move the adoption of the report, Mr. President, so far as the selection of officers for the next year is concerned.

**Speight:** I second the motion.

**President Alderman:** Any discussion on the report: Dean Lancaster for President; Turner for Vice-President; Secretary-Treasurer and the Editor to continue.

... Question put and motion unanimously carried. ...

**President Alderman:** And the motion is carried, and we congratulate the new President.

We are now open for balloting on your choice between Texas and Wisconsin. Only members will vote, and only one representative from each institution; if there is more than one here from an institution, be sure you know which one is voting. After the ballots have been collected, I will ask the Secretary and the Chairman of the Committee on Nominations and Place, Dean Bursley, to count the ballots.

We come now to the final, and one of the most important, papers of the whole Conference. I put it at the end intentionally because I knew that you were all interested in this question of honor organizations and that this paper would hold you to the bitter end, if any paper would. A year ago the Association authorized the continuance of a committee for

a study that Dean Park had begun. He has carried it on this year, both in cooperation with his own Committee and a committee, I believe, of the Deans of Women, and will report at this time. Dean Park, of Ohio State University.

### **"Report of the Committee on Honorary Fraternities"**

**DEAN J. A. PARK, Ohio State University**

To survey properly the situation as regards honorary and professional societies among the colleges of the United States would involve a long and patient effort on the part of the surveyor. Judging from the limited experience of your committee, such a surveyor would be handicapped first by the fact that in many cases the dean of men or similar officer does not know or is not willing to venture an opinion as to the value and function of the societies on his campus. Secondly, he would find it difficult to get from the officers of the societies themselves a balanced judgment as to their place in the educational structure. Certainly he would be astonished at the number of societies and students involved.

Assuming for the moment that scholarly endeavor or extra-curricular attainment is furthered by recognition such as is accorded by membership in the various societies under consideration, we are faced with a question for which we must immediately admit we do not have an answer, namely, exactly what standards or skills deserve recognition of this kind? Some of the older and best known societies recognize achievement in a general or professional college course. Such recognition is usually highly valued and seldom questioned, but when societies are formed not only for individual subjects of study but these subjects are again sub-divided, we reach a reduction to the point of absurdity. You will recall some of those mentioned by Dr. Shepardson at our 1934 Conference. They included societies for accounting, advertising, architecture, art, banking, business, chemistry, commerce, debating, dentistry, Germanics, education, engineering of all varieties, English, editorial work, forestry, geology and mining, home economics, journalism, kindergarten, law, literature, medicine (including veterinary), military, music, nursing, oratory, pharmacy, physics, publishing, physical training, general science, social science, and many combinations and sub-divisions of those departments.

Something is to be said for any device which will unite students of common interests in a relationship which will be mutually stimulating. Some of the professional societies do this, though necessarily in a circumscribed area. Honorary groups are in many cases simply mutual admiration societies. Having been elected their sole duty is to elect their successors. Incidentally, the line dividing honorary from professional groups is a very shadowy one since some so-called "honorary" organizations are satisfied to elect to membership almost anyone liable to do work of average quality.

The student who has been offered membership in an honorary or professional society ordinarily sees in such membership a variety of advantages. He receives recognition varying in degree with the local standing of the society. Social opportunities of greater or lesser extent are open to him. Professional contacts and possibilities of advancement are made much of. Last, and by no means least, he may wear for the world to see the insignia which sets him apart from the unanointed. There is no hint of ridicule intended in the preceding sentence. To have others recognize one's ability or worth is a very human trait. To make such recognition on the part of others a bit easier is even more human.

We have made no attempt to classify or determine the value of local societies for the obvious reason that they are purely local problems. Whenever a local group has outlived its usefulness the student body or the administration, or both, have the remedy in their own hands. Judging from the reports submitted, the demise of many of these societies is long overdue.

#### PROCEDURE

Our first inquiry was directed to members of the N. A. D. A. M. which list was later expanded to cover 107 of the larger institutions of the country having Deans of Men or similar administrators. The Deans were asked to list all honorary and professional societies on their respective campuses, to give their classifications, the approximate number of local members, the initiation fee, and an estimate as to the usefulness of the particular organizations. This brought responses from 80 institutions. Some of the persons reporting, however, were unable or unwilling to venture an estimate as to the usefulness of their groups, thus reducing the value of the estimates of those who replied. We have, however, lists of societies from 67 campuses listing 677 national society chapters with approximately 13,785 members who are paying annually \$163,701 in initiation fees. This is a conservative figure, since on a number of campuses societies were reported, but the amount of fees paid was apparently unknown.

Our next step was to address the following letter to officers of national societies:

"The National Association of Deans and Advisers of Men, through a committee established for the purpose, has been conducting a survey as to the place and function of the numerous honorary and professional societies now available to college and university students. A similar committee of the National Association of Deans of Women is cooperating with us. Until the present moment, our inquiries have been directed to college and university officials in order to have their estimates as to the worth of these organizations and the place they fill in student life.

"We now turn to you as an official representative of your society to ask your cooperation in making available to us any information which will help us to understand the scope and function of your organization. May we have from you such material as a statement of purpose, the basis of

membership, the number and location of chapters, and such financial statements as are made public? Let us have also your opinion as to the field of your society. Does it have less worthy competitors? Should there be more or fewer honorary and professional groups? Is there need for amalgamation or confederation of related groups?

"This survey is made in a constructive spirit and legitimate societies will profit by the whole situation being made known. We invite your whole-hearted cooperation."

Incidentally, there is no central listing of the officers and headquarters of many societies, though Banta's Greek Exchange lists about 180 of them.

Baird's Manual of College Fraternities gives distinct recognition to 156 national honorary and professional societies and lists under "Miscellaneous Fraternities" 114 other honorary and professional societies with more than one chapter. This makes a total of 270 to which Baird gives recognition. We have received reports on 42 other societies which one or more deans considered as national but which Baird did not list at all. Many of these 42 had more chapters than some of those considered by Baird as national.

We may conclude then that there are over 300 honorary and professional societies which enjoy the reputation of being national though some of these have only two or three chapters and many have less than fifteen chapters. For the purposes of this inquiry we have attempted to reach 96 of the larger and better known of these societies, 78 of which have complied with our request for information. We have tried to eliminate the professional groups maintaining houses, feeling that they should be considered in the same classification as social fraternities. Our picture then is probably more optimistic than the actual facts warrant since the failure to respond may be attributed in some cases to a fear of allowing the actual situation to become known, or a national organization so loose as to be unable to handle correspondence.

The response in most cases was very cordial and a number of organization officers indicated that a survey of honorary and professional societies was not only desirable but necessary. Many expressed the hope that the N. A. D. A. M. would do something to clarify the situation.

Of the societies which gave reports on initiation fees, the distribution was as follows:

Initiation Fee	Honorary	Professional	Total
\$ 0.00 - \$ 5.00	28	5	33
5.01 - 10.00	16	2	18
10.01 - 15.00	4	3	7
15.01 - 20.00	2	1	3
20.01 - 25.00	—	—	0
25.01 - 30.00	—	1	1
30.01 - 35.00	—	1	1

One chapter of a particular national honorary has an initiation fee of \$50 though it has no other dues or fees. One chapter of a professional sorority has an initiation fee of \$45 and charges dues in addition. In most cases, local chapters may add a chapter initiation fee to the national fee though in some cases the amount is limited by the national constitution.

A large majority of organization reporters said that there were too many honorary and professional groups that in many cases amalgamation was desirable. Some even thought it desirable for their own group, but said it seemed impossible of accomplishment.

Seven different societies have reported attempted amalgamations with competitors. In three other instances amalgamation has been effected. Combination of competing societies seems most difficult where the competitors are each fairly large and strong and is most easily accomplished if one is decidedly inferior to the other in numbers.

There are three types of societies:

1. Those with large overhead expense and a large "service" program for members. Typical activities are listed below:
  - a. Publications
  - b. Scholarship, fellowships, loans
  - c. Conventions
  - d. Visitation by national officers
  - e. Expansion committees
2. Those with large overhead expense and little offered in return. Activity consists largely of letters from national headquarters inquiring why dues have not been sent in.
3. Those with small overhead expense, limited service and simple organization. Such societies are of the federation type, pay small or no salaries, and often enjoy the devoted service of some faculty person who makes a hobby of the society.

Many of the organizations in the first two classes enjoy, in addition to initiation fees and dues, a substantial royalty on insignia which all members are required to purchase. For example, one so-called honorary charges five dollars for initiation fee, three dollars annual dues, and twelve dollars for insignia.

The following quotation from the executive of a national journalistic society presents a point of view which deserves consideration:

"I think there are some societies in journalism which are losing their usefulness, but I think the decision as to whether their usefulness justifies their existence will lie with the faculties of the Schools of Journalism. If any general rules are brought into existence related to honorary societies, I believe they should merely set forth general conditions under which a journalism faculty could recognize such societies as it pleased. I have no objection to the University general officers making such rules as they have the authority to make, but I believe they should not both make the rules and enforce them. If they make a rule on societies which

are chiefly the concern of a division of a university, it seems to me the faculty of that division should have the right to administer the rule."

Personally, I am in substantial agreement with the statement just quoted. It is quite often suggested that we meet a difficult situation by passing a law or regulation regarding it. I do not believe that we have carried our educational process to the point where we are yet ready to legislate.

Here are quotations from the letters of three other officers:

"We believe that there is a place on each campus for:

One all-college honorary, which 'spreads' the honors rather thinly because of its large scope, and whose activities are of necessity very broad.

One all-school honorary in each school on the campus . . . spreading the honors a little more broadly and concentrating the activities to the broad field of that school.

One departmental honorary in each department. This enables a broader spread of honors and a more concentrated field of activities, one in which there is a decided common field of interest.

I believe that I am correct in the opinion that one of the functions of an honorary is to be an incentive to scholarship. This can and should apply to the members after they have become members . . . by each encouraging the others. But scholarship is generally best begun by the under-classmen; if a freshman gets the habit, he not only has laid an excellent foundation in his studies but his habit is likely to continue.

But I am sorry to report that on my visits to the various colleges and universities, seldom have I found upperclassmen who will tell that they knew much if anything, about upperclass honoraries *before they became upper classmen*. In those few institutions where steps were taken to systematically let the underclassmen know of the existence and purposes and accomplishments of the honoraries, I have found that many of the men report that they were spurred on to better scholarship attainments by the desire to be worthy of selection to one or more of the honoraries.

Therefore, I believe that your association will be doing a good act if you will induce the institutions you represent to encourage proper publicity, *particularly to the underclassmen*, for your deserving honoraries. In this way, you not only let the underclassmen know of the honorary, but as no organization has anything to talk about unless it is doing things, you will spur your honoraries toward bigger and better activities."—Executive Secretary, engineering honorary.

"So far as I am personally concerned, I am not overly enthusiastic about honorary societies, professional societies, or social societies in our University life. For eight years I was identified with an institution that did not allow any organizations of that kind. Their attitude was that such organizations were not entirely in keeping with democratic principles. As far as I have been able to see, we got along just as well at that institution without these societies as we do here with them. They had honors which were conferred by the institution at the time of graduation and seemed to serve the purpose very well. On the other hand,

these societies are so thoroughly entrenched in American college life that I for one would be reluctant to advocate their dismissal, but I certainly do not believe we need any expansion in this field."—Secretary, law fraternity.

"My own opinion is that all honor societies should be consolidated into one but certainly that cannot be done except by drastic and concerted action on the part of the university authorities. Certainly there is no excuse for more than one such society in each college."—President, engineering honorary.

All these opinions are of interest, as are many others which might be quoted. They give a glimpse of the multitude of viewpoints from which this question is approached.

It has seemed to your committee that the constructive approach would be one which recognizes the possibilities inherent in these societies, encourages the development of those measuring up creditably to their opportunities, discourages duplication and malfeasance, and sets up minimum standards which must be attained. To this end we recommend:

#### RECOMMENDATIONS

1. A further study which would
  - a. Locate all headquarters and officers of societies
  - b. Emphasize grading by dean or department head concerned
  - c. Assemble data relating to the societies involved
2. A permanent committee composed of (1) The President of the Association of College Honor Societies, (2) A representative of N. A. D. A. M., (3) A representative of National Association of Deans of Women.
  - a. To answer requests for information on particular societies
  - b. To promote amalgamations
  - c. To limit duplication
  - d. To establish standards
  - e. To accredit on the basis of information secured.

There were 635 institutions of higher learning in the United States according to the last report of the Office of Education. Such a committee could be of service to most of them. After an organization meeting the work could be carried on by correspondence ordinarily and should not be expensive to maintain. When the committee had begun to function it would seem fair to ask the societies desiring evaluation to carry the expense involved in proportion to their membership numbers and fees. In most cases a fraction of a cent per member initiated annually would maintain it.

Results would not be evident overnight, but as the functions of such a committee became more widely known its approval would come to have a place comparable to the stamp of approval now placed upon the colleges and universities by recognized accrediting agencies, would be zealously sought and after attainment carefully guarded.



College	No. of Nat'l Societies	Approx. No. of Members	Initiation Fees
1. A.	12	179	\$ 1,635.50
2. A.	4	45	635.00
3. A.	3	22	165.00
4. A.	1	19	228.00
5. A.	5	42	140.00
6. B.	3	23	Fees not given
7. B.	1	16	Fees not given
8. B.	5	95	847.50
9. B.	7	110	Fees not given
10. C.	11	231	5,180.00
11. C.	6	133	2,151.00
12. C.	2	28	390.00
13. C.	4	65	750.00
14. C.	6	97	1,171.00
15. C.	5	17 (3)	185.00 (3)
16. C.	13	99	1,136.50
17. C.	4	74	Fees not given
18. C.	3	18 (2)	118.00 (2)
19. D.	9	191	1,864.00 (8)
20. D.	24	392	350.00 (3)
21. D.	5	70	962.50 (4)
22. E.	1	21	Fees not given
23. G.	11	305	4,662.00
24. G.	10	149	1,219.00
25. G.	1	7	175.00
26. I.	5	98	712.50
27. I.	29	762	13,397.50
			(does not include women's organizations)
28. I.	24	482	6,595.00
29. I.	13	203	1,434.00
30. K.	6	86	512.00
31. L.	14	247	3,246.50 (12)
32. L.	14	256	3,412.50
33. M.	6	188	2,841.00
34. M.	21	360	3,499.50
35. M.	11	148	2,098.00
36. M.	14	280	2,789.00
37. M.	7	60	832.00
38. N.	9	238	2,285.00 (5)
39. O.	44		10,228.00
40. O.	23	409 (20)	2,222.50
41. P.	19	428 (18)	9,040.95 (18)
42. S.	7	61	331.75
43. S.	1	22	440.00
44. U.	18	772	10,153.00
45. U.	25	635	8,645.50
46. U.	12	229	2,322.00
47. U.	34	536 (29)	8,375.25 (25)
48. U.	25	339 (22)	3,900.00 (22)
49. U.	28	420 (24)	5,357.00 (24)
50. U.	11	162	3,043.50
51. U.	32	932 (29)	8,521.00 (29)

College	No. of Nat'l Societies	Approx. No. of Members	Initiation Fees
52. U.	38	877 (30)	12,330.50 (30)
53. U.	4	86	985.00
54. U.	8	178 (7)	1,479.00 (7)
55. U.	13	234 (11)	2,035.00 (5)
56. U.	24	523	7,430.50
57. U.	2	7	49.00
58. U.	10	74 (7)	768.00 (7)
59. U.	4	75	1,053.50
60. U.	4	Not given	Fees not given
61. U.	21	377 (19)	4,467.00 (18)
62. W.	5	60	370.00 (2)
63. W.	8	188	3,515.00
64. W.	4	Not given	Fees not given
65. W.	8	100	992.50 (7)
66. W.	8	75 (7)	810.50 (7)
67. W.	2	30	442.00
	769	13,785 in 667 chapters	\$163,701.60 650 chapters

**President Alderman:** You have heard the report of this Committee and the recommendations contained therein. The report is now open for discussion and at the conclusion, a motion will be in order that we accept or reject these recommendations.

**Tolbert:** I move the adoption of the report.

**Cole:** I second the motion.

**President Alderman:** Motion is made and seconded that this report be accepted. Is there discussion?

**Tolbert:** Mr. President, I would merely like to point out the possibility of making a number of these organizations go local. We have two organizations on our campus, where the National organization was collecting, or attempting to collect, large amounts of money from the students, and the boys themselves elected to go local, and since they went local, they are doing just as good and possibly a better job than they were doing before. I merely offer that as a suggestion, to offset the bad effects of the National organizations.

**Bursley:** Dean Park spoke of the desirability of calling the attention of the undergraduates to these Societies, or quoting a letter to that effect. I would like to take just a moment to tell you what we do at Michigan in that connection. As I have told you a moment ago, President Aydelotte had just been to Michigan to speak at our Honors Convocation. We have an Honors Convocation about the first of May, each year. At that time we have a speaker, a nationally known speaker, and also have a program in which are listed the names of all the Seniors in the upper ten per cent of the class, of the various schools and colleges. And if that upper ten per cent drop below a "B" they don't come in, they are not included, they've got to have at least "B" average, and then be

in the upper ten per cent of the class for the Seniors. We include the members of the Freshmen, Sophomore, and Junior classes who have had grades equal to half A and half B during the entire time they have been in college. We include the holders of scholarships and fellowships in the Graduate School and holders of other awards.

After the names of each of these men or women are included, the membership in any of these honorary organizations which they may hold, if a student is elected to an honorary organization and he does not come in either the upper ten per cent, if he is a Senior, or if his grade is not half A and half B during the time he has been in college for his first, second, and third years, his name is not included. So we do not list the names of the members of these honorary societies as much, but we do indicate that they are members if their names come in the program and on another basis.

That brings the attention of all the college to the names of these organizations and the basis on which they are selected. The classes are dismissed for this Honors Convocation and at the meeting, which we held yesterday, there were approximately 3500 in attendance.

**Lancaster:** Mr. Chairman, I am not only heartily in favor of the adoption of Dean Park's very able report, but I am much in favor of having his Committee continued, so that all of us may send suggestions and developments, information that we secure about our local Honor Societies, to that Committee.

But, I still believe we can do some things locally, as well as nationally, and I would like to call to your attention one movement that has taken place on our campus during the past two years that I believe is bringing some results in regard to the control of these Honor Societies.

About eighteen months ago, a committee was organized on the campus composed of the officers of our student government, the editor of our college paper, and the editor of our Annual, and the President of the Interfraternity Council. That Committee made a thorough study of the activities of each Honor Society on the campus and, as a result of that study, based upon the actual service rendered to the institution by the organizations, those organizations were classified into groups A, B, and C, and a great deal of publicity was given to this classification. As a result, I find constantly that students are coming to me, saying—"We have been invited to join a certain organization, so-called Honor Society, but we note that that organization is in Class C, or in Grade B, not in Class A. What is your advice about joining?" And a great many are turning down those invitations, because they don't believe the organization is really worth the cost.

**Goodnight:** Mr. Chairman, I was wondering, whether the chairman of the Committee could supply, perhaps confidentially to the members of this Association, a list of honoraries, graded in the manner as indicated by Dean Lancaster, into A, B, and C groups, or something of that sort.

I was also hoping that Vice-President Elect Fred Turner would see fit to speak on this question, because I have received communications

from a committee on his campus, which seems to have been busy with this question, and I thought he might have some results to give us.

**President Alderman:** Will the Chairman of the Committee keep in mind this suggestion of Dean Goodnight, and do what he can to fulfill it?

**Turner:** We have been working on that. As a matter of fact, if you really want to get results on it, have the students investigate your local situations. We are lucky this year in that we have an active Student Council. They have had some help from the Student Affairs Committee. The Student Council has recommended to the Student Affairs Committee that half a dozen societies be disbanded and it has been done, to be some more.

Since pressure comes from the students themselves, it is a comparatively simple matter and there is no protest on the part of some—"Our organization is the one that must live; knock out the rest if you must, but ours must go on." You know when you turn a student committee loose on anything that you'll probably get more violet action than you will from the faculty, and that's what happened. We have reduced our number a good deal during the past three or four years. Three years ago we had over 300 organizations on our campus. Now we have them down around 170. So I think we are making progress.

**President Alderman:** Any further comment? If not, the report come to you for a vote.

... Question put and motion unanimously carried. . .

**President Alderman:** Suggestion has been made that the Committee which was appointed for one year, be continued. What is your desire in that connection?

**Speight:** I so move.

**Dirks:** Second the motion.

**President Alderman:** Motion has been made and seconded that the Committee be continued. Is there discussion?

... Question put and motion carried. . .

**President Alderman:** Now the report itself called for the appointment of one member of this Association, to act in connection with the proposed Committee. What is your desire in that matter? Do you want to ask the Chairman of this Committee to be our representative on this larger committee that is recommended?

**Bursley:** I so move.

**Lancaster:** Second the motion.

**President Alderman:** Is there discussion?

... Question put and motion carried. . .

**President Alderman:** We have a telegram from Dean Rlenow, that came this morning, that you'll be interested in: "To the Deans and Advisers of Men: Greetings and regrets that I cannot be with you. Had hoped to the last moment I might be permitted to join you again, to renew very dear friendships, but it may not be. May your meeting be most profitable. May the spirit of service to young college men be with you,

and the joy of your reunion send you home refreshed and strengthened for the noble work you are in. Rienow."

Dean Bursley, may we have the final report of the Committee on Place?

**Bursley:** As a result of the ballot cast, the figures showed that there were 30 votes cast for Texas, 12 votes for Wisconsin, and two votes for neither. Therefore, the majority vote for the meeting is Austin, Texas, with Dean Moore as the host.

**President Alderman:** Is there any other time that is to come before us as we close this 18th Annual Conference? If not, I want to express my personal appreciation to the members of the Association, the members of the Executive Committee, and the members of the Drexel Institute for their fine cooperation, and at this time take pleasure in presenting to you your President-Elect, Dean Lancaster.

**President-Elect Lancaster:** My friends, I wish to express my great appreciation for the honor that you have done me. Nearly eight years ago I went to the University of Alabama, where there had been no Dean of Men. My only instructions from the President were that I should make the boys beat a path to my door instead of to his. I knew nothing about the job. I know very little today. I do know that I owe a debt of gratitude to this Association, whose meetings I have been privileged to attend with considerable regularity. The Association has done far more for me than I could possibly have done, or have done for the Association. So I doubly appreciate your consideration in your action.

I trust, and I know I shall, have your cooperation by your suggestions about the program for next year. We will welcome those suggestions, and I hope that we may be able to maintain the fine standard that our previous meetings have attained. Thank you very much.

**President Alderman:** The Eighteenth Annual Conference is adjourned.

## Appendix A

Official Roster of Those in Attendance at the  
Philadelphia Meeting

<i>Name</i>	<i>Institution</i>	<i>Title</i>
Alderman, Wm. E.	Miami University	Dean of Men
Anderson, James Jr.	College of Wooster	
Armstrong, James W.	Northwestern University	Dean of Men
Arnold, Samuel T.	Brown University	Dean of Undergraduates
Baily, Harold J.	N. I. C.	President
Banta, George Jr.	N. I. C.	Executive Committee
Bard, Albert S.	N. I. C.	Past Chairman
Barrows, Thomas N.	Lawrence College	Dean
Blalock, L. F.	University of Florida	Director of Admissions
Boswick, J. L.	University of New Mexico	Dean of Men
Bradfield, L. M.	Municipal University of Omaha	Dean of Men
Brown, H. Tatnall, Jr.	Haverford College	Dean
Bursley, J. A.	University of Michigan	Dean of Students
Cloyd, E. L.	N. Carolina State College	Dean of Students
Cole, J. P.	Louisiana State University	Dean of Student Affairs
Conwell, H. H.	Beloit College	Dean
Corbett, L. S.	University of Maine	Dean of Men
Cornwell, J. G. Jr.	Williamsport Dickinson Seminary	
Coulter, Stanley	Eli Lilly and Company	Emeritus Dean
Darling, Maurice	N. I. C.	Vice-Chairman
Dirks, Louis H.	DePauw University	Dean of Men
Distler, Theodore, A.	Lafayette College	Dean
Dole, S. A.	Connecticut State College	Dean of Men
Dollard, Charles	University of Wisconsin	Asst. Dean of Men
Duerr, Alvan E.	N. I. C.	Scholarship Chairman
Emerson, Wallace	Wheaton College	Dean of Students
Enyart, A. D.	Rollins College	Dean of Men
Evans, D. Luther	College of Wooster	Dean of Men
Findlay, J. F.	University of Oklahoma	Dean of Men
Gardner, D. H.	University of Akron	Dean of Men
Gauss, Christian	Princeton University	Dean of the College
Gilliam, Frank J.	Washington and Lee University	Dean of Students
Gordon, J. M.	Texas Tech. College	Dean of Men
Goodnight, S. H.	University of Wisconsin	Dean of Men
Greenleaf, Walter J.	U. S. Office of Education	Specialist in Higher Education
Hamilton, J. M.	Montana State College	Dean of Men
Heald, H. T.	Armour Institute of Technology	Dean
Helser, M. D.	Iowa State College	Dean, Director of Personnel
Hubbell, Garner E.	The Principia College	Dean of Men
Jacobs, Maurice	N. I. C.	Executive Committee
Jones, G. Eric	Washington Missionary College	Dean of Men
Lancaster, Dabney S.	University of Alabama	Dean of Men
Lanfear, Vincent W.	University of Pittsburgh	Dean of Men
Lange, Laurence W.	New York University	Director of Admissions and Student Personnel
Lobdell, H. E.	Mass. Institute of Tech.	Dean of Students

## Appendix A (Continued)

<i>Name</i>	<i>Institution</i>	<i>Title</i>
Manchester, R. E.	Kent State University	Dean of Men
Manzer, Charles W.	New York University	Vocational Adviser
Massey, F. M.	University of Tennessee	Dean of Men
Maw, Herbert B.	University of Utah	Dean of Men
McConn, Max	Lehigh University	Dean of the University
McCreery, Otis	University of Minnesota	Asst. Dean of Student Affairs
Melvin, Harold W.	Northeastern University	Dean of Students
Metzger, Fraser	Rutgers University	Dean of Men
Mills, L. W.	Case School of Applied Science	Asst. Dean
Mitchell, Fred T.	Michigan State College	Dean of Men
Moore, V. I.	University of Texas	Dean of Student Life
Neidlinger, L. K.	Dartmouth College	Dean of the College
Nichols, P. H.	Slippery Rock State Teachers College	Dean of Men
Otis, Arthur H.	University of Arizona	Dean of Men
Park, J. A.	Ohio State University	Dean of Men
Patton, Leslie K.	Columbia University Teachers College	Asst. Office of Admissions
Pershing, B. H.	Wittenberg College	Dean of Men
Pitre, T. P.	Mass. Institute of Tech.	Asst. Dean of Students
Postle, Arthur S.	University of Cincinnati	Dean of Men
Price, J. Edward	University of Florida	Asst. Dean of Men
Rainey, Homer P.	American Youth Commission	Director
Rivenburg, R. H.	Bucknell University	Dean of the College
Robinson, H. McA.	Board of Christian Education, Presbyterian Church	General Secretary
Schultz, J. R.	Allegheny College	Dean of Men
Seegers, J. C.	Temple University	Dean of Men
Seldon, Joseph P.	Wayne University	Dean of Students
Sherman, P. S.	University of Akron	Asst. to the Dean
Smiley, Kenneth	Lehigh University	Asst. Director of Admissions
Somerville, J. J.	Ohio Wesleyan University	Dean of Men
Speight, Harold E. B.	Swarthmore College	Dean of Men
Stephens, George W.	Washington University	Dean of Students
Stonecipher, A. H. M.	Lebanon College	Asst. to the President
Stratton, L. D.	Drexel Institute	Dean of Men
Taliaferro, T. H.	University of Maryland	Dean, Colleges of Arts and Science
Thompson, J. Jorgen	St. Olaf College	Dean of Men
Thompson, T. J.	University of Nebraska	Dean of Student Affairs
Tolbert, B. A.	University of Florida	Dean of Men
Toven, J. Richard	New York University	Director of Advisement
Trautman, W. D.	Western Reserve Univ.	Dean
Turner, Fred H.	University of Illinois	Dean of Men
Van Tine, A. K.	Drexel Institute	
Warnock, A. R.	Pennsylvania State College	Dean of Men
Waugh, Karl T.	N. Y. A.	Director in charge of education in Pa.
Wellington, A. M.	Muskingham College	Dean of Men
Williams, Aubrey	N. Y. A.	
Williams, Ralph I.	University of Maryland	Asst. in Student Activities

## Appendix B

### Roster of Ladies Group

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Mrs. W. E. Alderman	Mrs. J. M. Hamilton	Mrs. J. P. Selden
Mrs. J. L. Bostwick	Mrs. R. E. Manchester	Mrs. J. J. Somerville
Mrs. L. M. Bradfield	Mrs. O. C. McCreery	Miss E. M. Sprague
Mrs. L. S. Corbett	Mrs. Fraser Metzger	Mrs. G. W. Stephens
Mrs. L. A. Dole	Mrs. B. H. Pershing	Mrs. L. D. Stratton
Mrs. D. H. Gardner	Margaret Pershing	Mrs. W. D. Trautman
Mrs. W. J. Greenleaf	Mrs. J. R. Schultz	Mrs. A. M. Wellington

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## Appendix C

### Minutes of the Ladies Group

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The ladies group wishes to extend its thanks to Mrs. L. D. Stratton and Mrs. Parke R. Kolbe for their gracious hospitality.

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## Appendix D

### Roster of Members 1935-1936

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<i>Institution</i>	<i>Representative</i>
Akron, University of .....	D. H. Gardner
Alabama, University of .....	D. S. Lancaster
Allegheny College .....	J. R. Schultz
American University .....	C. B. Woods
Armour Institute of Technology .....	H. T. Heald
Baker University .....	P. C. Kochan
Beloit College .....	H. H. Conwell
Bethel College .....	P. S. Goertz
Brown University .....	S. T. Arnold
Bucknell University .....	R. H. Rivenburg
California, University of .....	T. M. Putnam
California, University of at Los Angeles .....	E. J. Miller
Carnegie Institute of Technology .....	
Case School of Applied Science .....	T. M. Focke
Colorado, University of .....	H. G. Carlson
Dartmouth College .....	L. K. Neidlinger
Denver, University of .....	John Lewson
DePauw University .....	L. H. Dirks
Drexel Institute .....	L. D. Stratton
Florida, University of .....	B. A. Tolbert
Georgia Institute of Technology .....	Floyd Field
Indiana State Teachers College .....	F. H. Weng
Indiana, University of .....	C. E. Edmondson
Illinois, University of .....	F. H. Turner
Iowa State College .....	M. D. Helser
Iowa State Teachers College .....	L. I. Reed
Iowa, University of .....	Robert Rienow
Kansas, University of .....	Henry Werner
Kent State College .....	R. E. Manchester
Kentucky, University of .....	T. T. Jones
Louisiana State University .....	Perry Cole

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## Appendix D (Continued)

<i>Institution</i>	<i>Representative</i>
Macalester College .....	C. E. Ficken
Maine, University of .....	L. S. Corbett
Massachusetts Institute of Technology .....	H. E. Lobdell
Miami University .....	W. E. Alderman
Michigan, University of .....	J. A. Bursley
Michigan State College of Agriculture .....	L. C. Emmons
Minnesota, University of .....	E. E. Nicholson
Mississippi, University of .....	R. M. Guess
Missouri, University of .....	A. K. Heckel
Montana, University of .....	J. E. Miller
Nebraska, University of .....	T. J. Thompson
New York University .....	
North Carolina State College .....	E. L. Cloyd
Northwestern University .....	J. W. Armstrong
Oberlin College .....	E. F. Bosworth
Ohio State University .....	J. A. Park
Ohio University .....	J. R. Johnston
Ohio Wesleyan University .....	J. J. Somerville
Oklahoma, University of .....	J. F. Findlay
Omaha, University of .....	L. M. Bradfield
Princeton University .....	Christian Gauss
Purdue University .....	M. L. Fisher
Ripon College .....	
Rollins College .....	A. D. Enyart
Rutgers University .....	J. Fraser Metzger
St. Olaf .....	J. J. Thompson
South Dakota School of Mines .....	C. G. Watson
South Dakota, University of .....	J. H. Julian
Southern California, University of .....	F. M. Bacon
Southern Methodist University .....	A. C. Zumbrunnen
Stanford University .....	G. B. Culver
Swarthmore College .....	H. E. B. Speight
Temple University .....	J. C. Seegers
Tennessee, University of .....	F. M. Massey
Texas Technological College .....	J. M. Gordon
Texas, University of .....	V. I. Moore
Union College .....	G. W. Habenicht
Washington State College .....	Carl Morrow
Washington University .....	G. W. Stephens
Wayne University .....	J. P. Selden
Western Reserve University .....	W. D. Trautman
Wisconsin, University of .....	S. H. Goodnight
Wooster, College of .....	D. L. Evans

## Emeritus Deans

Stanley Coulter, Eli Lilly Company, Indianapolis, Indiana,  
C. R. Melcher, University of Kentucky, Lexington.

## Appendix E

## Summary of Previous Meetings

<i>Meeting</i>	<i>Year</i>	<i>Present</i>	<i>Place</i>	<i>President</i>	<i>Secretary</i>
1	1919	6	Madison, Wis.	S. H. Goodnight	L. A. Strauss
2	1920	9	Urbana, Illinois	T. A. Clark	S. H. Goodnight
3	1921	16	Iowa City, Iowa	T. A. Clark	S. H. Goodnight
4	1922	20	Lexington, Ky.	E. E. Nicholson	S. H. Goodnight
5	1923	17	Lafayette, Ind.	Stanley Coulter	E. E. Nicholson
6	1924	29	Ann Harbor, Mich.	J. A. Bursley	E. E. Nicholson
7	1925	31	Chapel Hill, N. C.	Robert Reinow	F. F. Bradshaw
8	1926	46	Minneapolis, Minn.	C. R. Melcher	F. F. Bradshaw
9	1927	43	Atlanta, Georgia	Floyd Field	F. F. Bradshaw
10	1928	50	Boulder, Colorado	S. H. Goodnight	F. M. Dawson
11	1929	75	Washington, D. C.	G. B. Culver	V. I. Moore
12	1930	64	Fayetteville, Ark.	J. W. Armstrong	V. I. Moore
13	1931	83	Knoxville, Tenn.	W. L. Sanders	V. I. Moore
14	1932	40	Los Angeles, Calif.	V. I. Moore	D. H. Gardner
15	1933	55	Columbus, Ohio	C. E. Edmondson	D. H. Gardner
16	1934	61	Evanston, Illinois	H. E. Lobdell	D. H. Gardner
17	1935	56	Baton Rouge, La.	B. A. Tolbert	D. H. Gardner
18	1936	92	Philadelphia, Pa.	W. E. Alderman	D. H. Gardner

The next annual meeting will be held at the University of Texas, Austin, April 1, 2, and 3, 1937.

## Appendix F

## Standing Committees 1936-1937

## EXECUTIVE COMMITTEE—1935-36

Dean W. E. Alderman, Chairman  
 Dean H. E. B. Speight  
 Dean D. H. Gardner  
 Dean J. W. Armstrong  
 Dean B. A. Tolbert  
 Dean G. W. Stephens  
 Dean F. H. Turner

## EXECUTIVE COMMITTEE—1936-37

Dean D. S. Lancaster, Chairman  
 Dean F. H. Turner  
 Dean D. H. Gardner  
 Dean J. W. Armstrong  
 Dean W. E. Alderman  
 Dean H. E. B. Speight  
 Dean B. A. Tolbert

## COMMITTEE ON NOMINATIONS AND PLACE

Dean J. A. Bursley, Chairman  
 Dean L. C. Corbett  
 Dean S. H. Goodnight  
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## COMMITTEE ON HONORARY FRATERNITIES

Dean J. A. Park, Chairman  
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 Dean J. P. Cole  
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